

TRANSMITTAL LETTER

April 3, 2002

The Honorable Rick Perry
The Honorable William R. Ratliff
The Honorable James E. "Pete" Laney
Members of the 77th Legislature
Commissioner Felipe T. Alanis, Ph.D.

Fellow Texans:

I am pleased to present my performance review of the Webb Consolidated Independent School District (WCISD).

This review is intended to help WCISD hold the line on costs, streamline operations and improve services to ensure that more of every education dollar goes directly into the classroom, with the teachers and children, where it belongs. To aid in this task, I contracted with Carter C. Scherff, CPA and MGT of America, Inc.

I have made a number of recommendations to improve WCISD's efficiency. I also have highlighted a number of "best practices" in district operations-model programs and services provided by the district's administrators, teachers, and staff. This report outlines 12 detailed recommendations that could save WCISD \$912,122 over the next five years, while reinvesting nearly \$145,986 to improve educational services and other operations. Net savings are estimated to reach \$766,136 that the district can redirect to the classroom.

I am grateful for the cooperation of WCISD's board, staff, parents, and community members. I commend them for their dedication to improving the educational opportunities for our most precious resource in WCISD-our children.

I also am pleased to announce that the report is available on my Window on State Government Web site at
<<http://www.window.state.tx.us/tspr/webb/>>.



Carole Keeton Rylander
Texas Comptroller

EXECUTIVE SUMMARY

In November 2001, Texas Comptroller Carole Keeton Rylander began a review of the Webb Consolidated Independent School District (WCISD) as part of a three-district project that also included reviews of the neighboring Laredo and Mirando City school districts. These three districts are located geographically near each other in Webb County. Based upon more than six months of work, this report identifies WCISD's exemplary programs and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 12 recommendations could result in net savings of \$766,136 over the next five years.

Improving the Texas School Performance Review

Soon after taking office in January 1999, Texas Comptroller Carole Keeton Rylander consulted school district officials, parents and teachers from across Texas and carefully examined past reviews and progress reports to make the Texas School Performance Review (TSPR) more valuable to the state's school districts. With the perspective of a former teacher and school board president, the Comptroller has vowed to use TSPR to increase local school districts' accountability to the communities they serve.

Recognizing that only 52 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to drive more of every education dollar directly into the classroom. Comptroller Rylander also has ordered TSPR staff to share best practices and exemplary programs quickly and systematically with all the state's school districts and with anyone else who requests such information. Comptroller Rylander has directed TSPR to serve as a clearinghouse of the best ideas in Texas public education.

Under Comptroller Rylander's approach, consultants and the TSPR team will work with districts to:

- ensure students and teachers receive the support and resources necessary to succeed;
- identify innovative ways to address the district's core management challenges;
- ensure administrative duties are performed efficiently, without duplication and in a way that fosters education;
- develop strategies to ensure the district's processes and programs are continuously assessed and improved;
- challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and

- put goods and services to the "Yellow Pages Test": government should do no job if a business in the Yellow Pages can do that job better and at a lower cost.

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about the potential for public education. Suggestions to improve Texas schools or the school reviews are welcome at any time. The Comptroller believes public schools deserve all the attention and assistance they can get.

For more information, contact TSPR by calling toll-free 1-800-531-5441, extension 5-3676, or see the Comptroller's Website at www.window.state.tx.us.

TSPR in WCISD

WCISD is located approximately 35 miles east of Laredo. In 1974, the independent school districts of Bruni, Oilton and Aguilares consolidated to become Webb CISD.

The district covers an attendance area of 800 square miles. There are three schools in the district: Oilton Elementary, Bruni Middle School and Bruni High School, serving 355 students in grades pre-K through 12. In addition, Mirando City ISD, which serves students in grades pre-K through eight, sends its high school students to WCISD. The district is served by the Texas Education Agency's (TEA) Regional Education Service Center I (Region 1) in Edinburg, Texas.

The Comptroller's Office selected MGT of America, Inc. a consulting firm based in Tallahassee, Florida., and Carter C. Scherff, CPA, a consultant based in Wichita Falls, Texas, to assist with the review. The team interviewed district employees, school board members, parents, business leaders and community members and held a public forum on Tuesday November 6, 2001, at the Webb Consolidated High School from 5 p.m. to 7 p.m. To obtain additional comments, the review team conducted small focus group sessions with the teachers. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and community members.

To ensure that all stakeholders had an opportunity to give comment, surveys were sent to students, parents, teachers, campus and central administration and support staff. A total of 131 respondents answered these surveys: seven campus and central administrators and support staff, 12 teachers, 65 parents and 47 students completed written surveys. Details from the surveys and focus group comments appear in **Appendices A** through **E**.

The review team also consulted two databases of comparative educational information maintained by the TEA-the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS).

WCISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The districts chosen were Iraan Sheffield, Wink Loving, Sudan, Plains and Sundown.

During its more than five-month review, TSPR developed 12 recommendations to improve operations and save taxpayers \$912,122 over the next five years. Cumulative net savings from all recommendations (savings minus recommended investments or expenditures) would reach \$766,136 by 2006-07.

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. Many TSPR recommendations would not have a direct financial impact but would improve the district's overall operations.

Acknowledgments

The Comptroller's office, Carter C. Scherff, CPA and MGT of America, Inc., wish to express their appreciation to the WCISD Board of Trustees, Superintendent Dr. David Jones and the district employees, students, parents and community residents who helped during the review.

Webb Consolidated Independent School District

In 2000-01, WCISD served 355 students. Of these, 91.0 percent were Hispanic, 8.2 percent were Anglo, 0.8 were Pacific Islander or Native American and 64.8 percent were identified as economically disadvantaged. **Exhibit 1** details the demographic characteristics of the WCISD, its peer school districts, Region 1 and the state.

**Exhibit 1
Demographic Characteristics of WCISD, Peer Districts,
Region 1 and the State
2000-01**

District	Student Enrollment	Percent Hispanic	Percent African-American	Percent Anglo	Percent Other	Percent Economically Disadvantaged
WCISD	355	91.0%	0.0%	8.2%	0.8%	64.8%
Iraan-	531	41.6%	5.1%	52.9%	0.4%	45.6%

Sheffield						
Plains	542	57.9%	0.0%	42.1%	0.0%	60.5%
Sudan	334	44.6%	5.4%	49.7%	0.3%	58.1%
Sundown	562	48.8%	0.7%	50.2%	0.4%	51.8%
Wink-Loving	344	25.3%	1.2%	73.0%	0.6%	31.1%
Region 1	302,528	95.0%	0.0%	4.0%	0.0%	82.7%
State	4,059,619	40.6%	14.4%	42.0%	3.0%	49.3%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 2000-01.

The district's annual budget is \$8.5 million for 2000-01. For 2000-01, compared to its peer districts, WCISD has one of the lowest property tax rates. (**Exhibit 2**).

Exhibit 2
WCISD Adopted Tax Rate and Taxable Property Value
Compared to Peer Districts
2000-01

District	Adopted Tax Rate	Taxable Property Value/Pupil
Iraan Sheffield	\$1.501	\$1,276,365
Wink Loving	\$1.500	\$884,554
Plains	\$1.420	\$635,679
Sundown	\$1.380	\$823,236
WCISD	\$1.360	\$1,170,921
Sudan	\$1.300	\$1,321,528

Source: TEA, AEIS, 2000-01.

On August 16, 2001 TEA released the Texas Assessment of Academic Skills (TAAS) results for the 2000-01 school year. WCISD received an overall Exemplary rating, the same as the 1999-2000 rating. The district has two Exemplary schools and one Recognized school.

The percent of WCISD students passing TAAS was highest among all its peer districts in reading and all tests taken, second to Sundown in math and above the regional and state averages in reading, writing, mathematics and all tests taken (**Exhibit 3**).

Exhibit 3
Percent of WCISD, Region 1 and State
Students Passing TAAS
2000-01

Entity	Reading	Writing	Math	All Tests
Iraan Sheffield	92.7%	92.8%	95.2%	89.7%
Wink Loving	94.0%	98.3%	96.7%	90.1%
Sudan	94.6%	98.6%	95.2%	92.1%
Plains	95.1%	95.5%	95.3%	91.1%
Sundown	98.8%	96.0%	99.6%	97.0%
WCISD	99.2%	94.6%	99.2%	97.7%
Region 1	84.5%	85.7%	88.7%	77.9%
State	88.9%	87.9%	90.2%	82.1%

Source: TEA, AEIS 2000-01.

As seen in **Exhibit 3**, WCISD had the highest percent of students passing all tests taken at 97.7 percent. This rate is almost 20 percent higher than Region 1 and more than 15 percent higher than the state average.

Although WCISD has many exemplary programs that enjoy strong support from area residents, the district faces some major challenges in the coming year including:

- retaining and allocating staff;
- improving long-range planning;
- improving meal participation; and
- maintaining high levels of student performance.

Key Findings and Recommendations

Retain and Allocate Staff

Implement a controlled retirement incentive plan. According to the superintendent, 23 of 55 of the district's professional staff are eligible to

retire within the next seven years. With the district's academic success and performance attributed in great part to the professional staff, the superintendent and board need to give this issue careful deliberation. Given the rural nature of the district and the potential difficulty in replacing such a large number of employees, implementing a controlled retirement incentive plan could prevent the loss of many talented teachers and save the district nearly \$121,000 over five years.

Develop staffing formulas for all employee categories and reduce staff accordingly. WCISD does not use staffing allocation formulas to determine staffing levels for each category of employee. Over the last five years the total number of staff employed by WCISD declined by 5.9 percent while the student enrollment declined 11.7 percent. By developing staffing allocation formulas for each employee category WCISD can ensure appropriate staffing at all levels that is directly linked to student enrollment.

Improve Long-Range Planning

Develop and implement a comprehensive facilities plan to address construction and renovation needs. The district does not have a formal facility planning process. The district has a substantial fund balance that it uses to keep its facilities maintained and to build new facilities. By developing a comprehensive facility plan, which would include both long-term and short-term facility needs, WCISD can more effectively address future construction and renovation needs.

Improve Meal Participation

Evaluate all possible options for decreasing the district's subsidy for food service operations including participation in Provision II of the National School Lunch and Breakfast Program. WCISD subsidizes the food service program with general funds. This subsidy reduces the amount of funds available in the general fund for other programs, including student instruction. By increasing the district's percentage of economically disadvantaged children who apply for meals by 15 percent the district would qualify for Provision II. By meeting Provision II criteria WCISD would receive the maximum federal reimbursement for both their lunch and breakfast programs. This would substantially decrease the amount of general fund subsidy the district is currently paying to fund the food services program.

Increase the participation in the breakfast program to ensure students are receiving affordable and nutritionally balanced meals. Less than 50 percent of the students in WCISD eat breakfast in the school cafeteria and slightly more than 80 percent eat lunch in the school cafeteria. School

districts across the State acknowledge the effect of food on student performance, and provide breakfast to all students on days when the Texas Assessment of Academic Skills (TAAS) test is given. Many districts believe that providing breakfast can mean the difference between success and failure for some marginal students. By increasing their breakfast participation WCISD can encourage continued academic success.

Maintain High Levels of Student Performance

Collaborate with Mirando City ISD to coordinate the districts' respective curricula. WCISD and Mirando City ISD (MCISD) do not coordinate their curriculum. According to the principals, MCISD students who transfer to WCISD for high school often struggle academically. By aligning MCISD and WCISD's curriculum all children should enter high school with similar skills and knowledge.

Review special education expenditures to ensure funds are documented in that category and adjust future budgets if necessary to match enrollment. WCISD serves a higher percentage of students in special education but budgets less money for these programs than the state average. By reviewing expenditure documents to ensure funds, reporting special education expenditures WCISD will be better able to address special education programs and ensure that the program is appropriately represented in the budget funded.

Create a community involvement plan and designate an individual to serve as coordinator. Though the district attempts to keep the community involved and informed of activities at its schools, WCISD lacks a coordinated plan under the direction of a single staff member. Principals at the elementary and middle schools and the superintendent reported difficulty with parental involvement. By creating a community involvement plan with one individual to oversee and coordinate the district's efforts, WCISD can ensure efficient and effective community involvement.

Exemplary Programs and Practices

TSPR identified numerous "best practices" in WCISD. Through commendations in each chapter, the report highlights model programs, operations and services provided by WCISD administrators, teachers and staff. Other school districts throughout Texas are encouraged to examine these exemplary programs and services to see if they could be adapted to meet their local needs. TSPR's commendations include the following:

- **WCISD uses a departmentalized teaching approach to increase its student's TAAS scores.** WCISD's TAAS scores rose

appreciably between 1995-96 and 2000-01, a development the district attributes to a departmental teaching model and its use of up-to-date curriculum. Departmental teaching provides teachers with the opportunity to develop greater expertise in a specific curricular discipline and promotes teaching candidates with genuine enthusiasm for their subject areas. WCISD initiated the departmental teaching model, as part of a districtwide effort to improve TAAS scores.

- **WCISD aggressively and effectively collects property taxes.** WCISD collects its own taxes and offers discounts of 3 percent, 2 percent and 1 percent to constituents paying their taxes in October, November and December, respectively. Consequently, WCISD's collection rate is 101%.
- **The district provides an attendance and service incentive program for its food service employees.** The district provides a perfect attendance award to Food Service workers and recognizes these employees for their years of service to the district. By recognizing employees for their attendance and tenure the district encourages responsible employee attendance.

Savings and Investment Requirements

Many of TSPR's recommendations would result in savings and increased revenue that could be used to improve classroom instruction. The savings identified in this report are conservative and should be considered minimums. Proposed investments of additional funds usually are related to increased efficiencies or savings or improved productivity and effectiveness.

TSPR recommended 12 ways to save WCISD \$912,122 in gross savings over a five-year period. Reinvestment opportunities will cost the district \$145,986 during the same period. Full implementation of all recommendations in this report could produce net savings of more than \$766,000 by 2006-07.

Exhibit 4
Summary of Net Savings
TSPR Review of Webb Consolidated Independent School District

Year	Total
2002-03 Initial Annual Net Savings	\$49,350
2003-04 Additional Annual Net Savings	\$215,193
2004-05 Additional Annual Net Savings	\$215.193

2005-06 Additional Annual Net Savings	\$215,193
2006-07 Additional Annual Net Savings	\$215,193
One Time Net (Costs)/Savings	(\$143,986)
TOTAL SAVINGS PROJECTED FOR 2002-2007	\$766,136

A detailed list of costs and savings by recommendation appears in **Exhibit 5**. Each recommendation's page number is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines and the estimates of fiscal impact follow each recommendation in this report. The implementation section associated with each recommendation highlights the actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two and some over several years.

TSPR recommends the WCISD board ask district administrators to review the recommendations, develop an implementation plan and monitor its progress. As always, TSPR staff is available to help implement proposals.

Exhibit 5
Summary of Costs and Savings by Recommendation

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07	5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 District Organization and Management							
1	Implement a controlled retirement incentive plan. p. 17	\$0	\$65,030	\$65,030	\$65,030	\$65,030	\$260,120 (\$139,286)
2	Develop staffing formulas for all employee categories and reduce staff accordingly. p. 20	\$43,947	\$87,895	\$87,895	\$87,895	\$87,895	\$395,527 \$0
3	Create a community involvement	\$0	\$0	\$0	\$0	\$0	\$0 \$0

	operating expenditures. p. 63							
11	Establish a committee of staff and administrators to assess the state employee health insurance plan and help determine the district's course of action. p. 69	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12	Bond the business manager to protect the district against loss of funds. p. 70	(\$250)	(\$250)	(\$250)	(\$250)	(\$250)	(\$1,250)	\$0
	Totals-Chapter 3	(\$400)	(\$400)	(\$400)	(\$400)	(\$400)	(\$2,000)	(\$700)
	TOTAL SAVINGS	\$49,750	\$215,593	\$215,593	\$215,593	\$215,593	\$912,122	\$0
	TOTAL COSTS	(\$400)	(\$400)	(\$400)	(\$400)	(\$400)	(\$2,000)	(\$143,986)
	NET SAVINGS (COSTS)	\$49,350	\$215,193	\$215,193	\$215,193	\$215,193	\$910,122	(\$143,986)

5 Year Gross Savings	\$912,122
5 Year Gross Costs	(\$145,986)
Grand Total	\$766,136

Chapter 1

DISTRICT MANAGEMENT AND OPERATIONS

This chapter examines management and operation of the Webb Consolidated Independent School District (WCISD) in six areas:

- A. Board Governance
- B. District Management
- C. Community Involvement
- D. Facilities
- E. Food Services
- F. Transportation

Well-run school districts in Texas have a management style that ensures all district systems are geared toward educating students efficiently and effectively. Well-run districts have common characteristics that distinguish them from other school districts: the board communicates effectively with the superintendent and the public, and all parties focus on providing an effective education; the superintendent and district staff find ways to involve parents and the general public; the district recruits and retains high-quality staff; the district's facilities are well-maintained and safe; the district provides nutritious meals to students at a reasonable cost; and the district transports students safely to and from school.

The WCISD board and superintendent have established an effective working relationship, and citizens have a voice in the district's operations. The district has put methods in place to recruit and retain good staff. The facilities are well-maintained, clean and safe. Food and transportation services are provided at a reasonable cost.

Chapter 1

DISTRICT MANAGEMENT AND OPERATIONS

A. BOARD GOVERNANCE

Each school district in Texas is governed by an elected Board of Trustees that oversees district management. School boards have powers and duties granted to them under Section 11.151 of the Texas Education Code (TEC), including:

- adopting rules, regulations and bylaws to operate the district;
- adopting plans for site-based decision-making;
- levying and collecting taxes;
- issuing bonds; and
- preparing and adopting an annual operating budget for the district.

School boards employ superintendents to serve as educational leaders and chief executive officers of districts. A superintendent's duties are established by Section 11.201 of the TEC and include:

- assuming administrative responsibility and leadership for planning, operation, supervision and evaluation of the district's education programs, services, and facilities and for the annual performance appraisal of district staff;
- assuming administrative authority and responsibility for the assignment and evaluation of district personnel other than the superintendent;
- managing the day-to-day operations of the district;
- preparing and submitting an annual proposed budget to the Board of Trustees;
- preparing recommendations for policies to be adopted by the board and ensuring that adopted policies are implemented;
- providing leadership for student performance; and
- organizing central administration.

The district's operation and management depend on a good working relationship and trust between the board and the staff, especially the superintendent. The board sets policy for the district, as well as goals and objectives. It is the staff's responsibility to see that those policies, goals and objectives are carried out, with the superintendent responsible and accountable to the board for their successful implementation.

The district's board has been in place for several years, with most board members having served for six to nine years. One board member has been on the board for 25 years. The seven board members are elected at-large,

with three from Bruni, three from Oilton and one from Aguileras. **Exhibit 1-1** provides information about the WCISD board members.

**Exhibit 1-1
WCISD Board Members
2001-02**

Member	Year Elected	Board Position	Term Expires
Henry Cortinas	May 1992	President	May 2004
Ralph A. Moglia	May 1997	Vice-President	May 2003
Mary Guerra	April 1995	Secretary	May 2002
Enedelia Salinas	May 1974	Treasurer	May 2002
Ezequiel Lopez	May 2000	Member	May 2003
Adriana Rivera	May 2001	Member	May 2004
Ernesto Salinas	January 1996	Member	May 2003

Source: Webb Consolidated Independent School District, November 2001.

Before each board meeting, public notice is given in each of the communities WCISD serves with flyers and posters at each campus and in central locations in each community. The board meets on the second Tuesday of each month at the Administration Building. Between meetings, the superintendent keeps the board informed of relevant issues by letter; board members receive an average of four letters a month. The letters provide information on the state of the district and specific information about issues that the board needs to be updated on.

After each board meeting, a correspondence called the "AM Report" is sent home to the parents of the children in the district to inform them of the board meetings and all of the actions that were taken. The AM Report is also made available to the public at each campus and in central locations in the communities WCISD serves.

FINDING

In addition to the board policies and procedures, the board and superintendent have worked to develop a *Code of Conduct and Standard Operating Procedures*. The documents detail how the board conducts its business, how it interacts with the superintendent, how the board interacts with the public and the roles of board members and board officers. Some of the operating procedures include:

- how board agendas are developed, how items are placed on the agenda, items that cannot be placed on the agenda (items that may violate the right to privacy or are otherwise required to be considered in executive session) and use of the consent agenda;
- board member conduct during board meetings, including information on how community members can address issues at board meetings, how board members should respond to community members addressing issues at board meetings and how board members should conduct themselves during public hearings and open forums; and
- how communications are conducted in the district between the community, the superintendent and the board.

The *Code of Conduct* lists nine items that are important for any board to follow:

- we will be open, honest and direct about our position on an issue;
- we will not explain or represent to others the views of another board member;
- we will accept criticism without getting defensive or angry;
- we will ask questions to get information, not to inform or advance a political agenda;
- we will notify another board member up front if the content of our conversation is confidential;
- we will not criticize the WCISD, its staff, or fellow board members in public;
- we will be on time to board meetings or inform ahead when we will be late;
- we will not participate in the election for or against another board member; and
- we will focus on results, within parameters, not how they are achieved.

The board adopted these policies at its November 2001 meeting. They were developed as a result of the board members attending the Texas Association of School Board's (TASB) training in team building. Writing the code of conduct and procedures helped build a stronger working relationship between the superintendent and board and should help them work together more effectively.

COMMENDATION

The Board of Trustees and the superintendent developed a *Code of Conduct* and operating procedures to ensure a strong and effective working relationship.

Chapter 1

DISTRICT MANAGEMENT AND OPERATIONS

B. DISTRICT MANAGEMENT

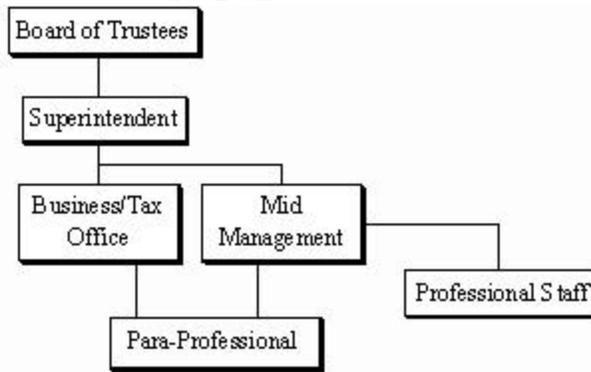
WCISD employed 101 staff members to educate 355 students during the 2000-01 school year. The superintendent, who has been at WCISD for 11 years, is responsible for planning, operating, supervising and evaluating the district's education programs, services and facilities. The superintendent is responsible for instructional management; morale; improvement; personnel management; management of fiscal, administrative and facility duties; student management, including discipline and support services; school and community relations; professional growth and development of district staff; and board relations.

The district has 10 other administrative positions, including a business manager who is responsible for directing and managing all financial and business affairs of the district; a director of special education; a technology coordinator; an athletic director; and a tax assessor/collector. There are three campuses: one elementary school, one middle school and one high school. The elementary and middle schools each have a principal; the superintendent serves as the high school principal.

The superintendent in WCISD supervises all of the district's staff, however the business office and the tax office report to both the superintendent and the Board of Trustees. All remaining employees fall into three general categories: middle management; professional staff; and para-professional staff. The middle management staff includes campus administrators, the special education coordinator, the technology coordinator and the athletic director. The professional staff includes the counselor, the nurse and the teachers. The para-professional staff includes all secretaries, bus drivers, custodians and food services staff. The professional staff is directly supervised by middle management. The para-professional staff is supervised by middle management, the business office and tax office staff and the superintendent. **Exhibit 1-2** is an organizational chart of WCISD.

Exhibit 1-2
Webb Consolidated Independent School District
Organizational Chart

2001-02



Source: WCISD Superintendent's Office.

In addition to his other duties, the superintendent manages personnel for the district, which includes:

- recommending the number and types of positions needed to carry out district responsibilities effectively and to organize the district's central administration;
- employing non-contractual personnel and recommending contractual personnel for employment;
- promoting a positive work environment that fosters high staff morale and excellence;
- assigning and reassigning all personnel, and exercising final authority over the transfer of educators;
- defining the duties of district personnel;
- directing and supervising the evaluation of district staff;
- initiating the termination or suspension of employees or the non-renewal of term-contract personnel;
- developing and recommending pay systems, increases or adjustments;
- supporting all professional development activities; and
- serving as liaison between the board and district staff.

The superintendent also recommends any potential changes in personnel policies and procedures to the board for consideration and approval.

FINDING

According to the superintendent, 22 of 55 of the district's professional staff members are eligible to retire within the next seven years. With the district's academic success and performance attributed in great part to the professional staff, the superintendent and board said this is an area of concern. The impending loss of such a significant number of professional

staff members is particularly critical given the rural nature of the district and the potential difficulty in replacing such a large number of employees.

The Teacher's Retirement System (TRS) of Texas administers a defined benefit pension plan for school district employees. Under this plan, the state pays retirees a retirement annuity based on the employee's years of service multiplied by a benefit rate of 2.3 percent for each year of service, multiplied by the average of the employee's three highest annual salaries.

TRS members are eligible for full retirement at age 65 with five or more years of service, age 60 with 20 or more years of service, or age 50 with 30 or more years of service. TRS members with any combination of age and years of service equal to 80 are eligible to retire. Members also may opt to retire early with reduced benefits.

An incentive plan does not necessarily restrict the district from re-employing a retired participant. If a large number of experienced teachers accepted the offer, the district would be able to rehire or contract with some of them, perhaps with more flexible schedules to encourage their continued involvement in the education of children and mentoring of less experienced teachers.

Recommendation 1:

Implement a controlled retirement incentive plan.

While the district may save money if some employees retire, a planned approach, with retirement incentives, could slow the turnover rate.

The district should conduct a comprehensive analysis to fully understand the effect the retirement incentive plan would have on the district and its management structure.

When designing a plan, WCISD administrators should be mindful of legal issues surrounding retirement incentives. These issues should be clearly communicated to interested employees as well. In compliance with the Age Discrimination in Employment Act, the plan must be voluntary and apply to all classes of employees. Cash incentives received by retiring employees are considered taxable income by the Internal Revenue Service, but are not treated as income by TRS.

IMPLEMENTATION STRATEGIES AND TIMELINE

!	The superintendent reviews the list of district employees with creditable service in TRS who are eligible for the retirement plan.	April 2002
---	------------------------------------------------------------------------------------------------------------------------------------	------------

2.	The superintendent, Business Manager and the district's attorney explore the effect of a retirement plan on overall district operations.	May - August 2002
3.	The superintendent presents findings to the board for discussion and/or approval.	September 2002
4.	The superintendent prepares information on the plan, disseminates information to eligible employees, creates a sign-up schedule and implements the program.	November 2002
5.	Employees accepting retirement incentives leave the district at the end of the 2001-02 school year.	May 2003
6.	The superintendent assesses the effect of employee participation and makes adjustments to recruiting plans and salary schedules and appropriate personnel are hired for the coming year.	During Budget Process 2003
7.	The superintendent and Business Manager assess the impact of the retirement incentive plan and decide whether to offer the incentive plan in the future.	Ongoing

FISCAL IMPACT

Key assumptions in the fiscal estimate include:

- There are 22 employees eligible for retirement within seven years.
- The district will adopt an incentive plan that will result in 50 percent of eligible employees accepting the plan, or approximately 11 employees;
- Of the 11 eligible employees assumed to accept the plan, 50 percent are eligible to retire within the next five years, or approximately six employees;
- Teachers in WCISD average 15 years of experience in teaching;
- The average annual salary for teachers in WCISD with 11 to 20 years of experience is \$47,964;
- Twenty-seven percent of the total salaries of all eligible employees will be saved when the six eligible individuals retire within the next five years, or \$278,570 (\$1,031,739 X 32 percent);
- Although administrators will be hired at higher rates, the average salary for a teacher with six years of experience and a Bachelor's degree is used to determine the cost for replacements, or \$35,590 per position;
- To replace six positions at \$35,590 will cost the district \$213,540;
- Participants will receive a lump-sum payment of 50 percent of the average salary for their position category payable in two annual installments at the beginning of fiscal 2003-04 and 2004-05. The

district's lump sum cost for participants will be \$139,285 or \$69,643 in each of the first two years (\$278,570 X 50 percent / 2 installments);

- No benefits are accrued since the number of employees reduced and hired remains unchanged.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Employees accept plan	\$0	\$278,570	\$278,570	\$278,570	\$278,570
Lump-sum payment to employees accepting plan	\$0	(\$69,643)	(\$69,643)	\$0	\$0
Hire new employees to replace employees accepting plan	\$0	(\$213,540)	(\$213,540)	(\$213,540)	(\$213,540)
Net Savings/(Costs)	\$0	(\$4,613)	(\$4,613)	\$65,030	\$65,030

FINDING

WCISD does not use staffing allocation formulas to determine staffing levels for each category of employee. **Exhibit 1-3** compares WCISD's staffing levels with peer districts and the statewide average. The district is in line with peer districts and the statewide average for the percentage of employees who are in campus administration, central administration and professional support staff. The only area where WCISD's percentages are higher than their peers and the statewide average is in the percentage of staff classified as auxiliary (food service staff, bus drivers, secretaries and custodial staff). Approximately 40 percent of district employees are classified as auxiliary, compared to a statewide average of 28 percent.

Exhibit 1-3
Percentage of District Staff by Category
WCISD versus Peers
2000-01

District	Teachers	Campus Administration	Central Administration	Professional Support Staff	Educational Aides	Auxiliary Staff
WCISD	48.3%	3.2%	3.2%	4.3%	1.0%	39.9%
Iraan-Sheffield	61.9%	3.3%	2.2%	2.5%	6.5%	23.7%

Plains	60.9%	2.1%	2.1%	5.0%	7.2%	22.7%
Sudan	57.5%	3.8%	1.3%	4.0%	0.0%	33.3%
Sundown	58.4%	3.6%	2.2%	2.9%	8.1%	24.8%
Wink-Loving	57.4%	2.9%	4.4%	4.4%	10.3%	20.6%
State Average	50.8%	2.6%	0.8%	7.8%	10.2%	27.8%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 2000-01.

Exhibit 1-4 shows the total number of full time equivalent (FTE) positions at WCISD.

**Exhibit 1-4
WCISD Staffing and Enrollment
1996-97 through 2000-01**

Staff	1996-97	1997-98	1998-99	1999-2000	2000-01	Percent Change
Counselor	2.0	1.9	1.0	1.0	1.0	-50.0%
Instructional Officer	2.0	2.0	2.0	2.0	2.0	0.0%
Principal	3.0	1.4	3.5	2.0	2.0	-33.3%
Nurse	0.0	0.0	0.0	0.0	0.0	0.0%
Superintendent	1.0	0.4	0.5	1.0	1.0	0.0%
Teacher	44.7	40.7	41.9	46.1	45.0	0.7%
Educational Aide	19.5	17.1	16.4	1.0	1.0	-94.9%
Auxiliary	22.6	27.5	24.6	39.2	37.2	64.6%
Total	94.8	91.0	89.9	92.3	89.2	-5.9%
Enrollment	402	396	383	364	355	-11.7%

Source: TEA, Public Education Information Management System (PEIMS) 1996-97 through 2000-01.

WCISD's staffing allocation does not correspond with the district's declining enrollment. Over the last five years the total amount of staff employed by WCISD declined by 5.9 percent while the student enrollment declined 11.7 percent. Auxiliary staffing increased by nearly 65 percent, while educational aide staffing has decreased by nearly 95 percent. According to WCISD salary schedules, which include functional job titles, 15 of the 37 auxiliary staff are erroneously reported as auxiliary staff and should be added to the educational aide category. If that were done, the percent of educational aides declined 18.0 percent and the percent of auxiliary staff declined by 2.7 percent.

Recommendation 2:

Develop staffing formulas for all employee categories and reduce staff accordingly.

To bring WCISD staffing allocation in line with enrollment, the number of full-time equivalent positions needs to be reduced by five positions. By implementing a hiring freeze on non-critical vacancies and developing staffing formulas that have some flexibility for special needs, the district will ensure that all areas of its operations are treated equally during the hiring process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent implements a hiring freeze on specific positions and fills only critical vacancies.	May 2002
2.	The superintendent reviews existing non-teaching staffing levels and determines district needs.	May 2002
3.	The superintendent and the principals review existing staffing levels for instructional staff and determine district needs.	June 2002
4.	The superintendent approves staffing allocation guidelines, freezes hiring for any overstaffed positions and makes appropriate personnel transfers pending full implementation in the coming school year.	August 2002
5.	The superintendent implements the staffing guidelines.	Ongoing

FISCAL IMPACT

For this estimate, the calculation is based on the lowest annual, full-time auxiliary staff salary of \$13,508, a variable benefits rate of 18 percent and an annual fixed benefits rate of \$1,640. Reducing five positions will save the district \$87,895 annually.

Average auxiliary staff salary	\$ 13,508
+ Variable benefits of 18 percent	x 1.18
	\$ 15,939
Fixed benefits	+ \$1,640
Total salary and benefits	<u>\$ 17,579</u>
Multiply by 5	<u>\$ 87,895</u>

First-year estimates are reduced by half based on a hiring freeze and attrition. Full savings should be possible by the second year.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Develop staffing formulas for all employee categories and reduce staff accordingly.	\$43,947	\$87,895	\$87,895	\$87,895	\$87,895

Chapter 1

DISTRICT MANAGEMENT AND OPERATIONS

C. COMMUNITY INVOLVEMENT

School districts work with the community in a variety of ways, including through volunteer efforts such as mentoring, booster clubs, parent-teacher organizations and campus improvement committees. School boards and superintendents set the tone for community involvement. When parents and other community residents are actively engaged in the activities of a district, the academic performance of students is likely to increase and parents are much more likely to take interest in their child's academic performance.

FINDING

Though the district attempts to keep the community involved and informed of activities at its schools, WCISD lacks a coordinated plan under the direction of a single staff member. Principals at the elementary and middle schools and the superintendent reported difficulty in getting parental involvement. In the teacher forum hosted by the review team, teachers said that parental involvement is not as high as the teachers would like because district parents live and work far away and often both parents work. However, teachers and principals did say that parents are there when they can be and they are supportive in other ways. For example, there are parents represented on the site-based decision-making committees.

Larger districts combine community and parental involvement under one individual who reports to the superintendent. That helps improve two-way communications with the district and expands community and parent involvement. This type of focus ensures that all efforts to involve the community are coordinated and efficient.

Recommendation 3:

Create a community involvement plan and designate an individual to serve as coordinator.

To begin the planning process the district should conduct a survey of parents and community members to determine what skills exist in the community, what obstacles prevent involvement, needs as far as training and information and ideas for increasing involvement. Simultaneously, the district should assess the needs of teachers and administrators. The results

of these surveys should be shared with the appropriate individuals in the district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent names an existing staff member as coordinator for community involvement and adds the coordinator job duties to his/her job description and provides the new coordinator with a plan of action.	May 2002
2.	The board approves the plan and the additional duties added to the current staff member's job description.	June 2002
3.	The employee reports to the board on a quarterly basis regarding community involvement.	Ongoing quarterly

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT MANAGEMENT AND OPERATIONS

D. FACILITIES

If public education facilities are not safe and clean, the health and welfare of students are in jeopardy. If facilities are not well planned or adequately designed for the students who will use them, a district may have overcrowded buildings. The WCISD middle school and high school are located in Bruni. The middle school and high school sit next to each other in a complex that includes the administration building, vocational and technical center, technology center, athletic center, gymnasium and fine arts theater. The elementary school is located in Oilton in a complex that includes the bus depot.

The facilities in WCISD are in good condition. A tour of all district facilities revealed that they are well maintained and equipped. The elementary school has three custodians and the middle school and high school have one custodian each. There are three part-time custodians who take care of the athletic center and gymnasium, the vocational/technical center, technology center and fine arts theater. The district also employs one maintenance director who is responsible for preventive maintenance and repair of the district's air conditioning, water and sewer systems. The maintenance director also serves as a district athletic coach.

FINDING

The district does not have a formal facility planning process. The district has a substantial fund balance that it uses to keep its facilities maintained and to build new facilities. The district involves the community, teachers and staff informally in the planning for facility needs.

The *Guide for Planning Educational Facilities*, published by the Council of Educational Facility Planners International, in its discussion of developing a master plan, includes the following factors that determine the amount of each type of space that a school district will need:

- enrollment;
- the programs offered by the district and the enrollment in each type of program;
- the estimates of space demands by each program at each school;
- and
- the efficiency with which each school district plans to use its facilities.

Exhibit 1-5 provides an overview of the program elements of the Texas Education Agency's (TEA's) planning process, which aids school districts in their long-range facilities management.

**Exhibit 1-5
TEA Recommended Facilities Planning Process**

Program Element	Mission	Responsibilities	Deliverables
Planning	Needs Assessment	Identify current and future needs	Demographics, enrollment projections, facilities survey, boundary, funding, education program, market, staff capability, transportation analysis
	Scope	Outline required building areas, develop schedules and costs	Programming, cost estimating, scheduling, cost analysis
	Strategy	Identify structures	Facilities project list, master schedule budget plan, organization plan, marketing plan
	Public Approval	Implement public relations campaign	Public and media relations
Approach	Management Plan	Detail roles, responsibilities, and procedures	Program management plan and systems
	Program Strategy	Review and refine details	Detailed delivery strategy
	Program Guidelines		Educational specifications, design guidelines, Computer-aided design standards

Source: TEA.

Other districts in Texas, such as Water Valley ISD, have benefited greatly from developing a comprehensive formal facility plan. Many districts have implemented comprehensive facility plans, which use citizen input to generate community support for bond elections. Facility master plans are often based on a needs assessment conducted by private, contracted architectural firms.

Recommendation 4:

Develop and implement a comprehensive facilities plan to address construction and renovation needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent, with board approval, contracts with an architectural firm to conduct a needs assessment for facility construction and renovations in the district.	May 2002
2.	The superintendent forms a citizen committee of community members to review the facilities needs assessment.	July 2002
3.	The superintendent uses the SBDM committees on each campus to review the needs assessment and make recommendations to the districtwide committee on facility needs of individual campuses.	July - August 2002
4.	The superintendent incorporates the input of the citizen committee into a facility plan and presents the plan to the board for consideration and approval.	September 2002

FISCAL IMPACT

The estimated cost of a facilities study by an outside firm is \$4,000. Water Valley ISD, which is approximately the same size as WCISD, spent \$4,000 on its study in 1999.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Develop and implement a comprehensive facilities plan to address construction and renovation needs.	(\$4,000)	\$0	\$0	\$0	\$0

Chapter 1

DISTRICT MANAGEMENT AND OPERATIONS

E. FOOD SERVICES

Food service is a vital support service that demands good management to provide students with affordable, appealing and nutritionally balanced breakfasts and lunches. The food service program is not designed to be profitable, but should be operated as near a break-even point as possible. The district should control costs to maximize the funds available for instructional programs. Students need healthy meals in order to learn.

The federal government established the National School Lunch Program (NSLP) and the School Breakfast Program (SBP) to assist school districts with the provision of lunches and breakfasts. The NSLP and SBP programs also define adequate nutrition for students in various grade levels. The NSLP operates in more than 96,000 institutions and serves approximately 27 million children each day. The SBP operates in more than 74,000 institutions and serves approximately 7 million children each day. WCISD participates in both the NSLP and SBP at both the Oilton and Bruni schools.

The Food Service Department at WCISD prepares meals for students at the Oilton Elementary School, Bruni Middle School and Bruni High School. The kitchen at Oilton Elementary serves 195 students and the kitchen at Bruni Middle and High School serves 160 students.

The Food Service Department completed a School Meals Initiative (SMI) evaluation with the Region I Educational Service Center (Region 1) child nutrition specialist in October 2001. The SMI determines if the district complies with TEA guidelines for food service operations. The evaluation examines the nutrients served in meals, the components and portion sizes of the meals, food production records, standardized recipes and the nutritional education the food service staff receives.

The SMI resulted in a number of recommendations for improving food services at WCISD. The improvement plan listed six goals with related activities for WCISD to complete between November 2001 and February 2002. Five of the goals concentrated on the nutritional value of the meals served, such as calories, total fat, saturated fat, sodium and foods with minimal nutritional value, and one goal concentrated on the preparation of the food production records. According to the SMI, the district served meals that were too high in calories, total fat, saturated fat and sodium. A sports drink with little or no nutritional value was served daily. The production records, a plan of what and how much would be served, were

prepared after the meals were served instead of before the meals were prepared. The Food Service director has addressed the recommendations through training for the head cooks and reworking the menus to meet the nutritional guidelines. The Food Service director will submit documentation to Region 1 as the improvement plan is completed.

FINDING

The district provides a perfect attendance award to Food Service workers to encourage attendance and the district recognizes these employees for their years of service. The district has provided a program in the past that allowed Food Service employees to be paid \$40 per day for up to five unused sick days. Based on the average daily wage of food service employees of approximately \$80, the unused days were worth half the employees' daily wages. This provided an incentive for the employees not to use their sick days unless absolutely necessary. This program ended at the end of the 1998-99 school year, but will be reinstated for the 2001-02 school year. The district also provides service pins for Food Service employees based on five-year intervals of service, until 25 years of service are attained. Upon reaching 25 years of service, the employees receive a gift, such as a pen set or clock, for every additional five years of service.

COMMENDATION

The district provides an attendance and service incentive program for its food service employees.

FINDING

WCISD subsidizes the food service program with general funds. This subsidy reduces the amount of funds available in the general fund for other programs, including student instruction. **Exhibit 1-6** presents the amount and percentage of the subsidy for the food service fund from the general fund at WCISD.

**Exhibit 1-6
WCISD General Fund Subsidy for Food Service Operations
For the Years Ending August 31, 1997 through 2001**

Year	Budget Actual	General Fund Subsidy	Total Expenditures	Subsidy
1997	Actual	\$185,156	\$306,237	60%
1998	Actual	\$124,804	\$272,769	46%
1999	Actual	\$129,179	\$280,550	46%

2000	Actual	\$159,172	\$279,891	57%
2001	Budget	\$153,390	\$270,340	57%

Source: TEA, PEIMS, 1996-97 through 2000-01.

The district set meal prices for the 2000-01 school year and is reimbursed by the federal government for each meal served. The federal reimbursement for breakfast includes the severe need reimbursement of 22 cents per breakfast served and the supplemental lunch rate reimbursement of 2 cents per lunch served. **Exhibit 1-7** presents the district's meal prices, reimbursement rate, total revenue and cost per meal.

Exhibit 1-7
WCISD Food Service Meal Price, Reimbursement Rate and Cost per Meal
for the 2000-01 School Year

Meal Type	Meal Price	Reimbursement Rate	Total Revenue Per Meal	Total Cost Per Meal *
Paid Breakfast	\$0.20	\$0.21	\$0.41	\$1.67
Reduced-Price Breakfast	\$0.15	\$1.03	\$1.18	\$1.67
Free Breakfast	\$0.00	\$1.33	\$1.33	\$1.67
Paid Lunch	\$0.50	\$0.21	\$0.71	\$3.93
Reduced-Price Lunch	\$0.15	\$1.64	\$1.79	\$3.93
Free Lunch	\$0.00	\$2.04	\$2.04	\$3.93

Source: WCISD Food Service, USDA, and TEK, PEIMS 2000-01.

* Cost per meal is based on the TEA Certification of Meal Cost Report (CMCR) for breakfast and on the budgeted expenditures for lunch for the 2000-01 school year. The CMCR allocates two of eight hours of labor to breakfast.

The superintendent told the review team that the district keeps meal prices low and provides large portions because the food many students they eat at

school may be the only food they eat all day. In addition, he believes that students' academic performance is enhanced by providing them with nutritionally balanced meals.

The National School Lunch and School Breakfast Programs are authorized by the National School Lunch Act to provide free and reduced-priced meals to eligible students identified through an annual application process. Students who live in households where the total income is less than 185 percent of the federal poverty level are eligible to receive a reduced-price meal. Students with household incomes of less than 130 percent of the federal poverty level are eligible to receive a free meal.

Schools may apply for three alternative provisions to the National School Lunch Act. The provisions were designed to reduce the local paperwork normally associated with processing eligibility applications for free and reduced-price lunches. Provision I allows free eligibility to be certified for a two-year period; Provision II allows schools to establish claiming percentages and to serve all meals at no charge for a four-year period; and Provision III allows schools to receive the same level of federal cash and commodity assistance each year for a four-year period. Provisions I and II have been available options since 1980. Provision III has been available since 1995.

The first year of the provision is classified as the base year. During the base year, the district makes eligibility determinations as usual and takes meal counts by type by campus. Campuses do not make any eligibility determinations and count only the total number of reimbursable meals served at each location per day for the next three years.

WCISD has identified 64.8 percent of its students as economically disadvantaged, however, identifying students who are eligible for free and reduced-price lunches and breakfasts is a difficult process. Parents are sometimes reluctant to complete program applications because of pride, or they may not understand the forms. Also, students may not want to be identified as economically disadvantaged and request that parents leave them off the applications.

Some successful programs have adopted the following techniques:

- direct certification-not requiring families to complete an application for the federal free and reduced-price lunch and breakfast programs if the students are pre-certified as eligible by the Texas Department of Human Services through the Temporary Assistance for Needy Families (TANF) program;
- incentive awards-giving prizes to students and parents for completing an eligibility application. The contest is open to all

students regardless of family economic status. There is no stigma attached to the application process since all students could complete an application and be eligible for the prizes, which have included televisions and bicycles in various districts;

- advertising campaigns-using billboards, posters and fliers to disseminate information about the program in a positive manner; and
- parental assistance-providing parents with assistance in completing applications. This technique is critical for non-English speaking or illiterate parents. El Paso ISD provides applications in both English and Spanish. Other districts have staff available during registration and the first few days of school to help parents read and complete the applications.

Recommendation 5:

Evaluate all possible options for decreasing the district's subsidy for food service operations including participation in Provision II of the National School Lunch and Breakfast Program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and Food Services director establish a marketing program to increase awareness of the National School Lunch Program and School Breakfast Program through media available to the district that encourages completing the application for free and reduced-price meal benefits.	May - July 2002
2.	The superintendent and Food Services director explore other options such as increasing meal prices, reducing expenses for labor and food or improving efficiencies.	May - July 2002
3.	The Food Services director selects prizes to serve as incentive awards to students.	August 2002
4.	The superintendent and Food Services director provide staff to help parents complete applications during registration and answer questions in person and by telephone in both English and Spanish.	August 2002
5.	The superintendent and Food Services director initiate a contest to award prizes for students submitting completed applications.	September 2002
6.	The superintendent and Food Services director evaluate the success of each year's campaign and revise them as needed.	Ongoing

FISCAL IMPACT

By increasing the district's percentage of economically disadvantaged children who apply for meals by 15 percent the district would qualify for Provision II. By obtaining Provision II status the district would receive \$1.33 for every breakfast served and \$2.04 for every lunch served. In 2000-01 WCISD served 29,403 breakfasts and 55,664 lunches, the district received a total reimbursement for breakfast and lunch of \$95,796. By obtaining Provision II status and serving a comparable number of meals the district would receive a reimbursement of \$152,661 or a difference of \$56,865 in additional federal revenues by increasing identification of students for free and reduced-price benefits. These funds could be used to reduce the amount that the district uses from its general fund to subsidize the food services program. The additional reimbursement funds should be possible by second year as the first year would be used to accurately identify economically disadvantage students and reimbursements would be based on that percentage and start the following year.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Evaluate all of the possible options for decreasing the district's subsidy for food service operations including participation in Provision II of the National School Lunch and Breakfast Program.	\$0	\$56,865	\$56,865	\$56,865	\$56,865

FINDING

Less than 50 percent of the students in WCISD eat breakfast in the school cafeteria and slightly more than 80 percent eat lunch in the school cafeteria. The participation percentage in the National School Lunch and School Breakfast Programs is presented in **Exhibit 1-8** for fiscal 1999, 2000 and 2001. The participation percentage is calculated by dividing the Average Daily Participation (ADP) by the Average Daily Attendance (ADA). During the 2000-01 school year the district went to a closed campus system where students may not leave school during the day without a parent or guardian signing the student out and students may either be served a lunch or bring their own lunch. The TEA Child Nutrition Program the Texas School Food Service Association and the United States Department of Agriculture have a variety of promotional programs designed to enhance the participation percent.

Exhibit 1-8
WCISD Participation Percentages
1998-99 through 2000-01

Year	Breakfast	Lunch
1998-99	45%	80%
1999-2000	40%	80%
2000-01	42%	80%

Source: TEA Child Nutrition Programs District Profile, 1998-99 through-2000-01.

School districts across the State acknowledge the effect of food on student performance, and provide breakfast to all students on days when the Texas Assessment of Academic Skills (TAAS) test is given. Many districts believe that providing breakfast can mean the difference between success and failure for some marginal students.

Water Valley ISD has taken innovative steps to encourage participation in its breakfast program. Each morning the superintendent delivers grab-and-go breakfasts consisting of breakfast burritos to the high school. The review team was told that this is an extremely popular program that sells out each morning. It also gives the students an opportunity to develop a closer relationship with the superintendent.

Recommendation 6:

Increase the participation in the breakfast program to ensure students are receiving affordable and nutritionally balanced meals.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The superintendent and the Food Service director develop a promotional program to increase breakfast participation.	May 2002
2.	The Food Service director determines the appropriate promotional program to implement at the elementary and secondary schools with input from the staff.	May 2002
3.	The promotional programs are implemented.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 1

DISTRICT MANAGEMENT AND OPERATIONS

F. TRANSPORTATION

Transportation is a support service that requires sound management in order to transport students safely to and from school and other school-related activities with students spending minimal time on the bus. Transportation must be safe, reliable, efficient and comply with federal, state and local regulations. Districts need to design efficient routes, establish sound maintenance procedures and ensure safety on the bus.

According to the WCISD *Bus Rider's Handbook* all students have the right to a safe and pleasant trip to and from school or on school sponsored activities and can behave appropriately and safely while riding on the bus. The district cannot tolerate any student interfering with drivers and paraprofessionals doing their jobs, and the district works to protect each passenger's right to a safe ride. In addition, the handbook is designed to inform students and parents of the rights and responsibilities of all students participating in the transportation program and the consequences of violating those responsibilities.

WCISD operates five bus routes that range from 48 to 117 miles each way with start and finish times ranging from 5:00 a.m. to 5:40 p.m.. The earliest a student is picked up is approximately 5:30 a.m. and the latest a student is dropped off is approximately 5:30 p.m.. The earliest pick up time and latest drop off time are not on the same bus route. Some students' school days are as long as 11 hours, including transportation time.

WCISD covers 833 square miles in a sparsely populated area. The district has 11 buses; the oldest was bought in May 1992 and the newest in December 1998. **Exhibit 1-9** presents the year, model, date purchased, capacity, mileage and cost of the district's transportation fleet. The Transportation director said that the five newest buses were used on the routes and the remaining buses are held as spares or for other transportation needs during route times.

Exhibit 1-9
WCISD Transportation Fleet As of October 2001

Year Model	Date Purchased	Capacity	Mileage	Cost
1982	May 1992	61+	105,431	\$47,713

1987	May 1992	61+	160,866	\$71,522
1987	May 1992	61+	179,848	\$50,303
1989	May 1992	21-60	230,042	\$36,996
1989	May 1992	21-60	220,504	\$36,996
1995	March 1995	61+	105,603	\$72,700
1995	May 1996	21-60	165,366	\$43,842
1995	May 1996	21-60	108,327	\$42,950
1999	December 1998	61+	27,067	\$67,873
1999	December 1998	21-60	38,541	\$45,313
1999	December 1998	21-60	42,682	\$45,313

Source: WCISD Transportation Department, October 2001.

Transportation is funded by the state of Texas using a formula based on linear density and miles driven for approved transportation services. Linear density is calculated by dividing the annual ridership by the annual mileage. TEA has established standard allotments per mile based on the linear density. **Exhibit 1-10** presents the categories of linear density and the related transportation allotment per mile.

Exhibit 1-10
TEA Linear Density Grouping and Allotment per Mile of Approved Route
1999-2000 and 2000-01

Linear Density Grouping	Allotment Per Mile of Approved Route
2.40 or above	\$1.43
1.65 to 2.40	\$1.25
1.15 to 1.65	\$1.11
0.90 to 1.15	\$0.97
0.65 to 0.90	\$0.88
0.40 to 0.65	\$0.79
Up to 0.40	\$0.68

Source: TEA Handbook on School Transportation Allotments, May 2001.

School districts must complete and submit the School Transportation Services Report (STSR) and the School Transportation Operation Report (STOR) to TEA to receive transportation funding. The STSR calculates linear density and the district's allotment per mile is based on **Exhibit 1-11**, unless the district's actual cost per mile in the previous year was less than the allotment. If that is the case, the allotment per mile will not exceed the prior year's cost per mile. **Exhibit 1-11** presents selected information from the WCISD transportation reports from 1996-97 through 2000-01.

Exhibit 1-11
WCISD Selected Information from the School Transportation
Services Report
and the School Transportation Operation Report
from 1996-97 through 2000-01

Line	Data Element	1996-97	1997-98	1998-99	1999-2000	2000-01*
1	Annual Ridership	39,960	39,960	37,800	42,660	59,580
2	Annual Mileage	104,060	104,000	110,898	122,760	113,688
3	Linear Density	0.384	0.384	0.341	0.348	0.524
4	Allotment Per Mile	0.68	0.68	0.68	0.68	0.60
5	Total Annual Allotment	\$88,991	\$80,838	\$93,530	\$92,301	\$68,213
6	Salaries and Benefits	\$89,389	\$83,031	\$82,875	\$78,285	N/A
7	Purchased Services	\$14,430	\$31,186	\$8,815	\$18,115	N/A
8	Supplies and Materials	\$27,372	\$36,672	\$35,405	\$42,230	N/A
9	Other Operating	\$6,328	\$0	\$18,201	\$4,076	N/A
10	Debt Service	\$4,739	\$2,021	\$72,311	\$55,813	N/A
11	Capital Outlay	\$0	\$0	\$0	\$0	N/A
12	Total Operations Cost	\$142,258	\$152,910	\$217,607	\$198,519	N/A
13	Net Cost (Line 5 - Line 12)	\$53,267	\$72,072	\$124,077	\$115,042	N/A

14	Percent District Funded	37%	47%	57%	54%	N/A
----	-------------------------	-----	-----	-----	-----	-----

Source: TEA, School Transportation Services Report (STSR) lines 1 through 5 and School Transportation Operation Report (STOR) lines 6 through 12 1996-97 through 2000-01.

*Some figures for 2000-01 are unavailable from TEA.

Exhibit 1-12 compares the WCISD and peer districts' linear density, total transportation allotment, total transportation costs and percentage of transportation costs funded by the district for the 1999-2000 school year.

Exhibit 1-12
WCISD and Peer Districts Comparison of Linear Density,
Total Transportation Allotment, Total Transportation Costs and
Percent of Transportation Costs Funded by District
1999-2000

District	Linear Density	Total Transportation Allotment	Total Transportation Costs	Percent Funded by District
Sundown ISD	0.227	\$19,388	\$138,911	86%
Sudan ISD	0.219	\$41,781	\$184,493	77%
Iraan-Sheffield ISD	0.267	\$48,254	\$147,156	67%
WCISD	0.348	\$92,301	\$198,519	54%
Plains ISD	0.325	\$58,630	\$118,091	50%

Source: TEA, STSR and STOR reports, 1999-2000.

WCISD has the lowest cost per mile for regular transportation of the peer districts and operates at 29.2 percent of the state average for the 1999-2000 school year. **Exhibit 1-13** presents the cost per mile for WCISD, the peer districts and the state.

Exhibit 1-13
Cost Per Mile for Regular Transportation
WCISD, Peer Districts and State
1997-98 through 1999-2000

District	1996-97	1997-98	1998-99	1999-2000
WCISD	0.515	0.653	0.705	0.597
Plains ISD	1.253	1.526	1.442	0.693
Sudan ISD	0.885	0.905	0.934	0.868
Iraan-Sheffield ISD	1.547	1.780	0.928	1.029
Sundown ISD	1.534	1.589	1.301	1.515
State Average	1.835	1.816	1.912	2.045

Source: TEA, STOR, 1997-98 through 1999-2000.

FINDING

WCISD provides transportation services for the Mirando City ISD through an informal agreement. Mirando City ISD was unable to provide transportation services for its students when the district's bus broke down. WCISD agreed to provide the services if Mirando City ISD would pay for the cost of the driver on the route. The Mirando City ISD bus has been repaired, but WCISD still provides the service. According to TEA reports MCISD was reimbursed for 9,720 transportation miles in 1999-2000 at a rate of \$0.65 per mile or \$6,318. However, MCISD does not reimburse WCISD for any incurred mileage costs.

Recommendation 7:

Enter into a formal inter-local transportation agreement with Mirando City ISD.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The superintendent negotiates the terms of the inter-local agreement with Mirando City ISD to include the costs of agreement preparation.	May 2002
2.	The superintendent presents the contract to the board for review and approval.	May 2002
3.	The contract is implemented.	August 2002

FISCAL IMPACT

In addition to charging MCISD for the cost of the driver WCISD should charge MCISD for the mileage costs as well. WCISD should charge

MCISD mileage costs at the amount it costs WCISD to provide transportation, \$0.597 cents per mile. Assuming WCISD drives a comparable number of miles providing this service as MCISD did in 1999-2000, WCISD should charge MCISD an additional \$5,803 (9,720 miles X \$0.597 cents) annually to recover WCISD's mileage costs.

Recommendation	2002-03	2003-04	2004-05	2005-06	2006-07
Enter into a formal inter-local transportation agreement with Mirando City ISD.	\$5,803	\$5,803	\$5,803	\$5,803	\$5,803

Chapter 2

EDUCATIONAL SERVICE DELIVERY

This chapter discusses the Webb Consolidated Independent School District's (WCISD's) educational service delivery system and student performance measures in five sections:

- A. Organization and Management
- B. Educational Programs and Services
- C. Special Education Programs
- D. Career and Technology Education
- E. Safety and Security

Effective educational service delivery requires appropriate instructional guidance, capable teachers, adequate resources and a thorough understanding of students' instructional needs. Well-designed instructional programs are essential to meet the needs of all students in WCISD. Instructional leadership from central office and campus administrators is directly responsible for the district's educational effectiveness.

BACKGROUND

WCISD is located about 35 miles east of Laredo. In 1974, the Bruni, Oilton and Aguilares school districts consolidated to become WCISD. The district covers an attendance area of 800 square miles. It has three schools: Oilton Elementary, Bruni Middle School and Bruni High School, serving students in grades pre-K through 12. In addition, Mirando City Independent School District (MCISD), which serves students in grades pre-K through 8, sends its high school students to WCISD. Numerous elementary and middle school students also have transferred from MCISD to WCISD.

In 2000-01, WCISD served 355 students. Of these, 91.0 percent were Hispanic, 8.2 percent were Anglo, 0.8 percent were Pacific Islander or Native American and 64.8 percent were identified as economically disadvantaged.

WCISD began a year-round education program in 1995-96, with the goals of improving student academic performance, student and staff attendance and teacher morale. There are six reporting periods throughout the year, each lasting from 28 to 31 days. The academic year begins in late July and ends in late May. Students attend class for 180 days of each school year. WCISD's weeklong intersession breaks occur five times during the academic year.

WCISD selected five peer districts for comparative purposes: Iraan-Sheffield ISD, Wink-Loving ISD, Sudan ISD, Plains ISD and Sundown ISD. These districts were chosen because of their similarity to WCISD in both enrollment size and their classification as Chapter 41 or "property-wealthy" districts under Texas' school finance system. The Texas Education Agency (TEA) provided comparative information on state-mandated student achievement scores for the Texas Assessment of Academic Skills (TAAS) and other demographic, staffing and financial data as reported in TEA's Academic Excellence Indicator System (AEIS), the Public Education Information Management System (PEIMS) and TEA's *Snapshots* reports. These reports are sent to each school and district and are available at TEA's website at www.tea.state.tx.us. The most current AEIS data available was published in November 2001 and covers the 2000-01 school year.

Exhibit 2-1 compares WCISD's student enrollment and demographic characteristics with the peer districts, the districts in Regional Education Service Center I (Region 1), to which WCISD belongs, and the state as a whole.

Exhibit 2-1
Demographic Characteristics of WCISD, Peer Districts,
Region 1 and the State
2000-01

District	Student Enrollment	Percent Hispanic	Percent African-American	Percent Anglo	Percent Other
WCISD	355	91.0%	0.0%	8.2%	0.8%
Iraan-Sheffield	531	41.6%	5.1%	52.9%	0.4%
Plains	542	57.9%	0.0%	42.1%	0.0%
Sudan	334	44.6%	5.4%	49.7%	0.3%
Sundown	562	48.8%	0.7%	50.2%	0.4%
Wink-Loving	344	25.3%	1.2%	73.0%	0.6%
Region 1	302,528	95.0%	0.0%	4.0%	0.0%
State	4,059,619	40.6%	14.4%	42.0%	3.0%

Source: Texas Education Agency (TEA), Academic Excellence Indicator System (AEIS), 2000-01.

WCISD and Region 1 have higher percentages of students who are Hispanic than the state and any of the peer districts. However, WCISD and all the peer districts have a lower percentage of economically disadvantaged, bilingual and English as a Second Language (ESL) students than the Region 1 average (**Exhibit 2-2**).

Exhibit 2-2
Demographic Characteristics of WCISD, Peer Districts,
Region 1 and the State
2000-01

District	Student Enrollment	Percent Economically Disadvantaged	Percent Bilingual/ESL	Percent Special Education	Attendance Rate 1999-2000	Dropout Rate 1999-2000
WCISD	355	64.8%	9.0%	13.8%	97.2%	1.2%
Iraan-Sheffield	531	45.6%	4.1%	17.3%	97.1%	0.6%
Plains	542	60.5%	18.6%	13.5%	97.3%	1.3%
Sudan	334	58.1%	6.6%	14.1%	96.9%	1.5%
Sundown	562	51.8%	2.5%	10.9%	96.8%	0.4%
Wink-Loving	344	31.1%	2.0%	15.7%	96.9%	0.4%
Region 1	302,528	82.7%	35.4%	10.3%	95.9%	1.7%
State	4,059,619	49.3%	12.6%	11.9%	95.6%	1.3%

Source: TEA, AEIS, 2000-01.

WCISD and all the peers have higher attendance rates than the state and Region 1 averages. WCISD and all of the peer districts except Sundown have a higher percentage of special education students than the state and Region 1 averages and an equal or lower dropout rate than the state and Region 1.

Exhibit 2-3 compares total instructional, operating and budgeted expenditures for WCISD, the peer districts, Region 1 and the state for 2000-01.

Exhibit 2-3
Total Instructional, Operating and Budgeted Expenditures
and Percent Spent on Instruction

**WCISD, Peer Districts, Region 1 and the State
2000-01**

District	Total Instructional Expenditures	Total Operating Expenditures	Total Budgeted Expenditures	Percent Spent on Instruction
WCISD	\$2,659,431	\$5,243,183	\$8,559,733	50.7%
Iran Sheffield	\$3,112,426	\$5,709,944	\$6,708,495	57.7%
Wink-Loving	\$2,278,933	\$4,420,537	\$4,758,558	55.0%
Sudan	\$2,343,257	\$4,246,011	\$4,696,854	54.6%
Plains	\$2,925,155	\$5,441,467	\$5,632,968	55.4%
Sundown	\$3,947,237	\$7,333,656	\$8,169,305	53.8%
Region 1	\$1,009,763,408	\$1,807,823,277	\$2,017,620,497	55.9%
State	\$13,880,333,499	\$24,010,804,383	\$26,948,681,700	57.8%

Source: TEA, AEIS, 2000-01.

Note: Instructional expenditures include objects 11 and 95 only.

Compared to the state, Region 1 and the peer districts, WCISD spent a lower share of its total expenditures on instruction in 2000-01. The superintendent indicated that this is due to cash payment for construction of a fine arts center and computer lab in lieu of WCISD incurring any debt service. The WCISD budget shows 27.5 percent of capital outlay expenditures for the 2000-01 school year.

WCISD has three regular schools that were included in the state accountability rating system in 2000-01. Under the state accountability system, TEA assigns annual ratings to each district and school, based upon (1) Texas Assessment of Academic Skills (TAAS), (2) attendance, (3) dropout rates and (4) data quality. The state accountability system includes five ratings for districts: Exemplary, Recognized, Academically Acceptable, Academically Unacceptable and Suspended: Data Inquiry. The rating category Suspended: Data Inquiry is assigned to districts when serious data reporting errors affect one or more of the base indicators used to determine accountability ratings. **Exhibit 2-4** presents a summary of the ratings that can be applied by TEA to schools and districts.

Exhibit 2-4
TEA Accountability Ratings
2000-01

Rating	Applicability/Explanation
Exemplary	District and school
Recognized	District and school
Academically Acceptable	District
Acceptable	School
Academically Unacceptable	District
Low-Performing	School
Alternative Education (AE: Commended, AE: Acceptable, AE: Needs Peer Review, or AE: Not Rated)	Schools that applied and were identified as eligible to be evaluated under alternative education procedures.
Charter Schools	At the district level, open-enrollment charter schools receive the label Charter School. At the school level, they are given one of the four school ratings listed above, based on the regular accountability system. First year charter schools are not rated.
Not rated	These schools include those that do not serve students in grade 1 to grade 12, such as pre-kindergarten centers and early education through kindergarten schools.
Academically Unacceptable: Special Accreditation Investigation	Special Accreditation Investigations may be conducted when excessive numbers of absences or exemptions of students eligible to be tested on state assessment instruments are determined; in response to complaints related to alleged violations of civil rights or other legal requirements; in response to compliance reviews of financial accounting practices and state and federal program requirements; when extraordinary numbers of students are placed in alternative education programs; and in response to allegations involving conflict between members of the board of trustees or between the board and the district administration.
Suspended: Data Inquiry	These districts and campuses have their ratings suspended due to serious errors in the reporting of

	PEIMS data that affect one or more of the base indicators used for assigning accountability ratings. The errors were of such magnitude that the results were deemed to be unsuitable for ratings purposes.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Source: TEA, AEIS, 2000-01.

To receive an Exemplary rating, at least 90 percent of all students, as well as 90 percent of African American, Hispanic, Anglo and Economically Disadvantaged students, must pass the TAAS reading, writing and mathematics tests.

To achieve a Recognized rating, 80 percent of all students and each student group must pass the same TAAS reading, writing and mathematics tests.

In 2000-01, to be rated Academically Acceptable, 50 percent of each student group must pass TAAS. Beginning in 2000-01, scores for students with disabilities and results from the TAAS Spanish version of reading and mathematics in grades three through six were included in the accountability calculations.

A district is rated Academically Unacceptable, or Low-Performing at the campus level, if less than 50 percent of students pass TAAS.

Until 2000-01 the state accountability system also considered attendance and dropout rates; however, beginning with 2000-01, attendance was no longer included. According to TEA, failure to meet TAAS standards is the primary reason that a school is rated low-performing.

Exhibit 2-5 reports the TEA-assigned accountability ratings from 1995-96 through 2000-01 for WCISD and the peer districts.

**Exhibit 2-5
Accountability Ratings for WCISD and Peer Districts
For 1995-96 through 2000-01**

District	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01
Plains	Recognized	Recognized	Exemplary	Exemplary	Recognized	Exemplary
Sudan	Recognized	Recognized	Recognized	Exemplary	Exemplary	Exemplary
Sundown	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary	Exemplary
Wink-Loving	Recognized	Acceptable	Exemplary	Recognized	Recognized	Recognized

WCISD	Acceptable	Acceptable	Recognized	Recognized	Exemplary	Exemplary
--------------	-------------------	-------------------	-------------------	-------------------	------------------	------------------

Source: TEA, AEIS, 1995-96 through 2000-01.

WCISD's educational accountability rating improved steadily from 1995-96 through 2000-01. According to the superintendent, this steady improvement is due largely to the district's teachers. The superintendent indicated that the district hires only experienced teachers with a proven history of instructional success. **Exhibit 2-6** shows the district's campus accountability ratings for 1995-96 through 2000-01 that also demonstrate steady improvement.

Exhibit 2-6
WCISD's
Accountability Rating by Campus
For 1995-96 through 2000-01

School	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01
Oilton Elem.	Acceptable	Recognized	Acceptable	Acceptable	Exemplary	Recognized
Bruni Middle	Acceptable	Acceptable	Recognized	Exemplary	Exemplary	Exemplary
Bruni H.S.	Acceptable	Acceptable	Recognized	Exemplary	Exemplary	Exemplary

Source: TEA, AEIS, 1995-96 through 2000-01.

Exhibit 2-7 compares average years of teacher experience and teacher turnover rates for 2000-01.

Exhibit 2-7
Teacher Average Years of Experience and Turnover Rate
WCISD, Peer District and State Averages
2000-01

District	Average Years of Teacher Experience	Average Years of Teacher Experience with District	Percent Teacher Turnover
WCISD	14.7	8.0	6.8%
Iraan-Sheffield	16.8	7.7	8.7%
Wink-Loving	17.2	10.5	15.9%

Sudan	14.5	9.4	7.9%
Plains	14.5	9.7	11.3%
Sundown	14.7	9.6	17.4%
Region 1	11.6	8.8	13.6%
State	11.9	7.9	16.0%

Source: TEA, AEIS, 2000-01.

WCISD and all of the peer districts have teachers with a higher number of years of experience than the state and lower teacher turnover rates, except for Sundown ISD, than the state. WCISD has the lowest teacher turnover rate when compared to both the state, Region 1 and the peer districts.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

A. ORGANIZATION AND MANAGEMENT

The purpose of every school district is to provide excellence in educational opportunities for all students. Without appropriate and challenging educational programs, there would be no justification for spending taxpayer dollars on salaries, facilities, supplies, materials or equipment. Educators, boards and community leaders must create and operate appropriate and equitable educational programs.

The current accountability movement emphasizes results in student performance. The Southern Regional Education Board has identified five essential elements in today's accountability systems:

- Rigorous content standards and test results;
- Student progress testing;
- Professional training aligned with standards and test results;
- Publicly reported results; and
- Sanctions and targeted assistance for substandard results.

TAAS performance, the primary factor Texas uses to determine accountability ratings, relies heavily on effective instruction. TAAS is administered in grades 3 through 8 and 10. Testing includes reading and mathematics in grades 3 through 8 and 10 and a writing assessment in grades 4, 8 and 10. Although they are not used to determine accountability ratings, social studies and science are included in TAAS at grade 8. The Spanish version of TAAS is administered in grades 3 through 6.

By 2003, TAAS will be administered in grades 9 through 11 with reading and mathematics added for grade 9. Exit-level examinations will be moved to grade 11 and will include social studies, science, language arts and mathematics. Science will be added in grade 5.

FINDING

All WCISD courses are aligned with the Texas Essential Knowledge and Skills (TEKS) and the TAAS. The TEKS are approved by the State Board of Education and are the necessary knowledge and skill set for all students to demonstrate proficiency in reading, writing, computation, problem solving, critical thinking, communication and the use of technology across all subject areas. The essential knowledge and skills also "prepare and enable all students to continue to learn in post secondary educational, training, or employment." The district specifically refers to TEKS

objectives in teacher lesson plans and course presentations and incorporates intensive work on TAAS skills in each of its campus improvement plans.

Each WCISD course has an updated curriculum guide or is scheduled for curriculum review and revision during the 2001-02 school year. All core content areas, including language arts, math, science and social studies, as well as elective and additional courses, have a defined scope or breadth of material to be covered and a sequence and timeline indicating the chronological order in which the material will be presented.

COMMENDATION

WCISD's curriculum and Campus Improvement Plans accurately reflect the Texas Essential Knowledge and Skills and the knowledge needed for TAAS.

FINDING

WCISD effectively uses an instructional management system to monitor student performance, transition students from one grade to the next and make necessary curriculum adjustments. All teachers and instructional administrators work together to ensure that the curriculum at each grade level builds on the previous grades' material, giving students the incremental gains in skills and knowledge needed to succeed each year and from school to school. Teachers from each grade level and from the various content areas assemble in "vertical teams" after each reporting period to develop a test to assess recent student progress. Teachers then analyze the scores from these tests and use them to make appropriate changes in curriculum, instruction and pacing. This has proven to be an effective way of monitoring the success of the district's instructional services.

COMMENDATION

WCISD uses an instructional management system including "vertically aligned" teams to develop and refine its school curricula.

FINDING

WCISD's TAAS scores rose appreciably between 1995-96 and 2000-01, a development the district attributes to a departmental teaching model and its use of up-to-date curricula. Departmental teaching allows teachers to concentrate on a specific discipline instead of teaching a full curriculum of subjects. This allows teachers to develop greater expertise in a given subject area and attracts teaching candidates with genuine enthusiasm for

their subject areas. WCISD initiated the departmental teaching model, as part of a districtwide effort to improve TAAS scores. This model is used throughout WCISD from Kindergarten through high school.

In grades K, 1 and 2, students are taught reading, English and spelling in the morning in their homeroom. In the afternoon, they switch rooms and teachers for lessons in math and science. Grades 3, 4 and 5 have an eight-period day with classes in math, reading, English, social studies, science and fine arts. Teachers said this approach also helps students whose learning styles may not be compatible with a particular teacher, since they can work with different teachers throughout the day.

Exhibit 2-8 compares WCISD with state and Region 1 averages for the percent of students passing all TAAS tests taken in grades 3 through 8 and 10, for 1995-96 through 2000-01.

Exhibit 2-8
Percent of Students Passing TAAS,
All Tests Taken (Grades 3-8 and 10)
WCISD, Region 1 and the State Average
1995-96 through 2000-01

District	TAAS Pass Rate All Students 1995-96	TAAS Pass Rate All Students 1996-97	TAAS Pass Rate All Students 1997-98*	TAAS Pass Rate All Students 1998- 99**	TAAS Pass Rate All Students 1999- 2000**	TAAS Pass Rate All Students 2000-01
WCISD	63.2%	69.1%	81.3%	85.4%	96.1%	97.7%
Region 1	58.7%	66.5%	72.0%	73.5%	74.6%	77.9%
State	67.1%	73.2%	73.1%	78.1%	79.9%	82.1%

Source: TEA, AEIS, 1995-96 through 2000-01.

**Note Recalculated to include performance of Special Education students and Reading and Mathematics performance of grades 3 and 4 students taking the Spanish TAAS.*

***Note Includes performance of Special Education students and Reading*

and Mathematics performance of grades 3 and 4 students taking the Spanish TAAS.

As noted, WCISD's TAAS passing scores significantly increased from 1995-96 through 2000-01 and were consistently higher than Region 1 scores over this same time period. From 1997-98 through 2000-01, WCISD reported higher passing scores for all students than the state.

COMMENDATION

WCISD uses a departmental teaching approach to increase its students' TAAS scores.

FINDING

WCISD uses detailed and effective policies to guide its teacher and substitute recruitment, hiring and training. The superintendent's policy of hiring only experienced teachers has produced a staff with a proven history of success. **Exhibit 2-9** compares teaching experience as a share of total teaching staff. WCISD's levels of teacher experience are well distributed, with a good mix of experienced teachers available to help those who are newer to the profession.

**Exhibit 2-9
Percent of Teachers Grouped by Experience Level
WCISD, Peer Districts, Region 1 and the State
2000-01**

District	Percent of Beginning Teachers	Percent with 1-5 Years Experience	Percent with 6-10 Years Experience	Percent with 11-20 Years Experience	Percent with Over 20 Experience
WCISD	4.4%	15.6%	24.4%	24.4%	31.1%
Iraan-Sheffield	0.0%	15.4%	8.8%	37.0%	38.8%
Wink-Loving	0.0%	4.6%	13.9%	51.9%	29.6%
Sudan	5.1%	12.8%	12.8%	51.3%	17.9%
Plains	1.9%	19.6%	23.7%	20.6%	34.3%
Sundown	5.1%	16.9%	18.6%	33.8%	25.6%
Region 1	8.0%	26.9%	19.8%	26.1%	19.1%

State	7.8%	27.4%	18.1%	25.3%	21.4%
--------------	-------------	--------------	--------------	--------------	--------------

Source: TEA, AEIS, 2000-01.

Note: Percents may not equal 100 due to rounding.

WCISD rarely uses substitutes because teachers' aides usually replace absent teachers, following a prepared lesson plan. Even so, the district maintains a board-approved substitute list. The district requires all substitutes to have completed some college courses.

The district places a high value on staff training. Board policy requires all teachers to have 60 clock hours or three college credit hours of staff training every two years.

WCISD's policies and recruiting efforts have improved the district's academic results and attracted an experienced staff to a rural area with few inherent relocation incentives.

COMMENDATION

WCISD prioritizes teacher recruitment and training through board-approved policies and requirements.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

B. EDUCATIONAL PROGRAMS AND SERVICES

An effective educational program has a strong curriculum at its core. The curriculum describes the material students should learn at each grade level, the educational program's long- and short-term goals, strategies for achieving those goals and ways to assess student success. The curriculum is supported with appropriate textbooks and supplementary instructional materials and services.

The review team that visited WCISD saw evidence of effective educational services throughout the district. Classrooms, labs and libraries are equipped with current books, instructional supplies and technology. The district offers tutorials and many other services to enhance student learning.

FINDING

WCISD maintains a dropout rate below the state average through a variety of programs that serve students at risk of dropping out. The district's dropout rate was 1.2 percent in 2000, the most recent data available, and was slightly lower than the statewide rate and two of its peer districts' rates. WCISD's dropout rate has also historically been below the state's rate from 1995-96 through 1999-2000.

Exhibit 2-10 compares annual dropout rates for 1995-96 through 1999-2000.

Exhibit 2-10
Annual Dropout Rate
WCISD, Peer Districts, Region 1 and the State
1995-1996 through 1999-2000

District	Dropout/Rate				
	1995-96	1996-97	1997-98	1998-99	1999-2000
WCISD	0.0%	1.0%	1.1%	0.0%	1.2%
Iraan-Sheffield	0.4%	0.4%	1.1%	0.3%	0.6%
Wink-Loving	0.0%	0.0%	0.0%	0.0%	0.0%
Sudan	0.5%	1.4%	2.1%	0.0%	1.5%

Plains	0.7%	1.0%	1.0%	0.0%	1.3%
Sundown	0.7%	0.0%	0.3%	0.0%	0.4%
Region 1	2.1%	1.9%	1.8%	1.7%	1.7%
State	1.8%	1.6%	1.6%	1.6%	1.3%

Source: TEA, AEIS 1996-1997 through 2000-01

Note: 1999-2000 data were the most recent available since dropout rates are reported for the year prior to each calendar year.

WCISD offers morning tutorials from 7:30 a.m. to 8:00 a.m. for any students who want extra help. Teachers participate in these tutorial sessions as a condition of employment, but all seem willing to make this commitment to help students at risk of dropping out of school. In addition, the district has operated on the year-round school model since 1995. According to the superintendent, the district determined that a year-round calendar would provide the optimum teaching and learning environment and benefit students academically and socially. The superintendent said that it was not popular at first, but that it has worked well and is now generally accepted. The intersession breaks appear to give everyone time to "recharge," especially the staff.

COMMENDATION

WCISD uses a variety of methods to keep its students in school.

FINDING

WCISD and Mirando City ISD (MCISD) do not collaborate or make any attempts to coordinate their curriculum. According to the principals, MCISD students who transfer to WCISD often struggle academically. Both the elementary and middle school principals reported no coordination efforts between district personnel and MCISD staff.

Many sending and receiving school districts in Texas collaborate to ensure that students moving from one school to another have the necessary skills and knowledge to succeed and make a successful adjustment.

Recommendation 8:

Collaborate with Mirando City ISD to align the districts' respective curriculum.

The superintendent, principals and site-based management team of Webb CISD should collaborate with their counterparts in Mirando City ISD to develop a plan for aligning the curriculum.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The WCISD superintendent, principals and site-based management team discuss ways to align the districts' curriculum.	April 2002
2.	WCISD principals and site-based management team meet with representatives of Mirando City ISD to develop a plan to align the curriculum between the two districts.	May - June 2002
3.	WCISD principals and site-based management team present their plan to the superintendent and the board for approval.	July 2002
4.	The WCISD superintendent instructs all principals to present and implement the approved plan for curriculum coordination for all teaching staff at each district campus.	August 2002
5.	All WCISD principals monitor the implementation of the curriculum coordination plan, make necessary changes and present a status report to the superintendent on an annual basis.	September 2002 and Ongoing
6.	The site-based management and representatives of Mirando City ISD should meet periodically to discuss and make curriculum adjustments as necessary.	November 2002 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

C. SPECIAL EDUCATION PROGRAMS

The federal Individuals with Disabilities Education Act (IDEA) requires districts to provide a free and appropriate public education for all children with disabilities regardless of the severity of their handicaps. This education must be provided in the "least restrictive environment" available. The act also requires that students with disabilities be included in state and district assessment programs. Based on these findings, IDEA directs districts to develop an individualized education program (IEP) for each child receiving special education services. The IEP must include input from regular education teachers and parallel educational plans for children with disabilities in regular education classrooms.

To serve the diverse needs of all students with disabilities and comply with IDEA requirements, a special education program should feature the following:

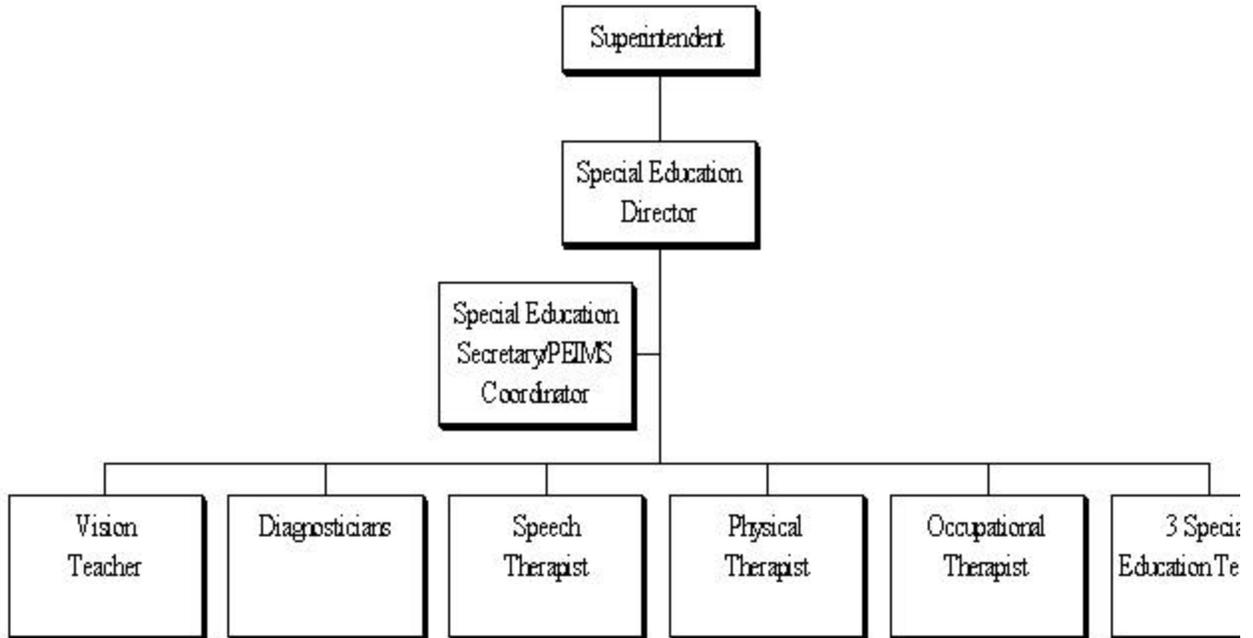
- *Pre-referral intervention in regular education.* When a student experiences an academic problem in the regular education program, the regular education teacher should intervene to resolve the problem. If these steps do not yield satisfactory results, the problem should be referred to special education staff.
- *Referral to special education for evaluation.* Referrals to special education require an official written request supported by documentation. The referral must include an explanation of steps that have been taken in regular education to solve the student's problems prior to the referral.
- *Comprehensive nondiscriminatory evaluation.* After a student has been referred to special education, the district must provide a comprehensive nondiscriminatory evaluation or assessment within a prescribed amount of time.
- *Initial placement through an Admission, Review and Dismissal (ARD) committee.* After the evaluation or assessment is complete, an ARD committee meets to discuss the results and determine whether the student qualifies for special educational services in one of 13 categories. If the student qualifies, members of the ARD committee write a plan for the student's education.
- *Provision of educational services and supports according to a written individualized education program (IEP).* The ARD committee must develop an IEP specifying the classes, subject areas, development areas, and life skills courses in which the student will be instructed. The IEP also should include information

on the amount of time the student will spend in regular educational settings as well as related needs such as counseling, guidance, or speech therapy.

- *Annual program review.* Each year after a student's initial qualification and placement, the ARD committee should conduct a review to ensure that the student's IEP is appropriate.
- *Three-year re-evaluation.* Every three years, the student should undergo a comprehensive individual assessment. An ARD committee should meet to discuss the results of the re-evaluation, which should determine whether the student still qualifies for special education services in the same category.
- *Dismissal from the special education program.* If and when a student no longer meets the criteria for eligibility, the student is dismissed from special education. The ARD committee must make this decision.

Exhibit 2-11 depicts the organizational structure of WCISD's Special Education Department.

Exhibit 2-11
WCISD Special Education Organization
November 2001



Source: WCISD Director of Special Education, 2001.

WCISD students with disabilities are served with a full range of instructional arrangements. WCISD enrolled 49 students in the special education program in 2000-01 and employed three campus special education teachers. WCISD contracts with private providers for speech

therapy, diagnostic and testing services. The district maintains a Memorandum of Understanding with Region 1 for assistive technology and Child Find Services.

WCISD provides special education instructional programs and arrangements including regular education with modifications, resource services, vocational adjustment classes and modified education. Resource services are provided to students in a structured environment, based on the essential knowledge and skills of the general curriculum. The services are designed to meet the individual needs of special education students and increase their academic competence. Vocational classes are designed to teach special education students employability skills and prepare them for the transition from school to adult life. Modified education is a program for students who perform significantly below grade level with an emphasis on academics, socialization and vocational skills.

Related services provided by the district through a contractual agreement with Region 1 include counseling, occupational therapy, physical therapy, psychological services, orientation and mobility training, assistive technology and transportation. Orientation and mobility training are designed to help students with physical disabilities learn to use wheelchairs, canes or other mobile devices. Assistive technology includes devices such as talking keyboards for students who may need computers or technological devices to help them communicate. The district also is a member of the Laredo Regional Day School for the Deaf and the Laredo Regional Day School for the Blind.

Other WCISD programs for students with disabilities include accelerated instruction in a computer lab, Accelerated Reader, dyslexia intervention, bilingual education and career and technology education, as well as inclusion in academic and special area classrooms. Students with disabilities also are involved in campus tutorials, year-round school services, counseling and small-group instruction.

Exhibit 2-12 provides TAAS passing rates over the last three years for WCISD students receiving services from the Special Education Department. WCISD's TAAS passing rates for special education students rose in all areas from 1997-98 through 2000-01.

Exhibit 2-12
TAAS Passing Rates for WCISD Students
Receiving Special Education Services
1997-98 through 2000-01

Year	All Tests Taken Percent	Math Percent	Reading Percent	Writing Percent
-------------	------------------------------------	-------------------------	----------------------------	----------------------------

	Passing	Passing	Passing	Passing
2000-01	100.0%	100.0%	100.0%	NA
1999-2000	77.8%	77.8%	100.0%	NA
1998-99	85.7%	85.7%	NA	NA
1997-98	80.0%	80.0%	NA	NA

Source: TEA, AEIS, 1997-98 through 2000-01.

FINDING

Compared with state averages, WCISD serves a higher percentage of students in special education but according to financial reports sent to TEA, the district spends less on these programs. **Exhibit 2-13** compares WCISD's special education expenditures with those of the peer districts and the state. WCISD serves 49 students in special education (13.8 percent) and spends 7.7 percent of its budget on special education, compared to the state average of 12.6 percent of budgeted expenditures serving 11.9 percent of total students.

Exhibit 2-13 WCISD and Peer Districts Expenditures for Special Education 2000-01

District	Number of Students Enrolled	Percent of Students Enrolled	Budgeted Special Education Expenditures	Percent of Budgeted Expenditures
WCISD	49	13.8%	\$202,175	7.7%
Iraan-Sheffield	92	17.2%	\$246,426	7.5%
Wink-Loving	54	15.7%	\$188,128	7.7%
Sudan	47	14.1%	\$199,926	8.6%
Plains	73	13.5%	\$310,548	10.3%
Sundown	61	10.9%	\$198,460	5.0%
State	483,442	11.9%	\$1,739,689,310	12.6%

Source: TEA, AEIS 2000-01.

Interestingly, the review team observed a variety of services being carried out by three certified special education teachers, diagnosticians and

therapists. Consequently, there is room to believe that not all special education costs are being accurately captured and reported.

Recommendation 9:

Review special education expenditures to ensure funds are documented in that category and adjust future budgets if necessary to reflect program enrollment.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Special Education director and Special Education secretary/PEIMS coordinator review special education expenditures to ensure that all spent funds are documented in the special education budget.	April 2002
2.	The Special Education director solicits suggestions from special education teachers and professionals regarding future budgeted expenditures for the department.	May 2002
3.	The Special Education director uses student enrollment and enrollment projections as well as departmental suggestions in developing the annual budget for special education.	May 2002
4.	The Special Education director submits the departmental budget to the superintendent and the board for approval and inclusion in the district's annual budget.	June 2002
5.	The Special Education director and Special Education secretary/PEIMS coordinator continually review departmental expenditures and enrollment and make adjustments to future budget submissions.	July 2002 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

D. CAREER AND TECHNOLOGY EDUCATION

The purpose of WCISD's Career and Technology Education (CATE) Department is to provide students with:

- opportunities to assess and develop their abilities and aptitudes in relation to their chosen careers;
- specific information concerning education and training opportunities;
- options for future investigations and experience of various work settings;
- opportunities to understand and apply academic skills relevant to career opportunities;
- opportunities to enhance their self-esteem; and
- workforce skills that will help them become productive members of the community.

The district provides CATE through its Technical Center. The Technical Center provides courses for students in grades 7-8 on topics such as skills for living, career investigation and industrial technology education. Students in grades 9-12 are offered vocational courses in business education, health science technology, marketing, trade and industrial education, technology applications and home economics (**Exhibit 2-14**).

Exhibit 2-14
WCISD Career and Technology Program Offerings by Career Clusters
2000-01

Business Education
Course Offerings <ul style="list-style-type: none">• Business Computer Information Systems I and II• Business Support Systems
Health Science Technology Education
Course Offerings <ul style="list-style-type: none">• Health Science Technology I, II and III

Marketing Education
Course Offerings <ul style="list-style-type: none"> • Marketing Dynamics • Marketing Management
Trade and Industrial Education
Course Offerings <ul style="list-style-type: none"> • Small Engine Repair • Automotive Technician I and II • Building Trades I, II and III • Heating and Air Conditioning • Introduction to Computer Maintenance • Inter-networking Technologies I • Cosmetology I and II • Introduction to Engineering Graphics • Introduction to Computer Aided Drafting • Engineering and Architectural Drafting • Introduction to Graphics Communications • Graphic Arts I and II
Technology Applications
Course Offerings <ul style="list-style-type: none"> • Desktop Publishing • Multimedia • Web Mastering • Independent Study in Technology Applications
Home Economics Education
Course Offerings <ul style="list-style-type: none"> • Personal and Family Development • Preparation for Parenting • Child Development • WBL Child Care and Guidance, Management and Service I and II • P/L Food Production Management and Service I and II

Source: WCISD CATE Course Description, 2001.

WCISD incorporates CATE instruction with other instructional programs, such as Bilingual Education/ESL, special education, and state compensatory education. The CATE staff conducts program evaluations, including reviews from high school graduates and TAAS student performance results, to assess the quality and effectiveness of its programs. The results of these evaluations are used to document decisions such as the recent elimination of the agricultural science and technology course due to low demand and changes in the area economy.

FINDING

WCISD's middle and high school are departmentalized, offering a core curriculum and an impressive selection of electives, extracurricular and enrichment activities and vocational programs aimed at producing highly educated, well-rounded citizens. Programs beyond the core curriculum include agriculture/4-H, computer-assisted design (CAD), shop, nutrition and food sciences, distance learning for college credit with Texas A&M International University and Blinn College, a fine arts program and state-sanctioned UIL programs and athletics.

The district places a high value on education, with strong partnership between the district administration and staff and the parents and community at large. All students are encouraged to consider attending college. The district also has a strong vocational track for those who may not choose to attend college. For example, through district agreements with various colleges, vocational education students can take course credit while in high school and some can graduate with almost enough hours for an associate's degree. CAD students can acquire 15 to 20 hours of course credit before graduating. WCISD's shop program, with its state-of-the-art equipment, can train students to enter the job market and earn \$15 to \$20 per hour upon graduation.

The district also places high value on field trips as enrichment to classroom learning. From elementary through high school, students are exposed to a variety of educational experiences outside their classrooms and hometowns. High school students, for example, attend four Broadway plays before graduating from 12th grade. Other trips include Laredo-area outings and educational venues in Austin, San Antonio, Corpus Christi and other Texas cities.

COMMENDATION

WCISD provides extensive assistance and encouragement to students to prepare them to go to college.

FINDING

WCISD provides all students with classroom access to the Internet. Each has from one to five computers and each school has a fully-equipped computer lab. Teachers report that information technology is a valuable tool for student research that also exposes students to national and international events. Students receive computer instruction ranging from keyboarding to software applications including spreadsheets, PowerPoint and more. Computer labs are networked and offer Internet access. The middle and high school libraries also have computers with Internet capabilities for research and report generation. WCISD's student-to-computer ratio is 2:1, compared to the 3:1 state average.

COMMENDATION

The district uses information technology effectively.

Chapter 2

EDUCATIONAL SERVICE DELIVERY

E. SAFETY AND SECURITY

An appropriate learning environment requires a safe and secure setting free of violence and disciplinary disruptions. To achieve such an environment, a district consistently practices proactive prevention, intervention and enforcement strategies.

In *Keeping Texas Children Safe in School*, TSPR used the results of its school performance reviews to outline a model safety plan including prevention, intervention and enforcement strategies (Exhibit 2-15).

Exhibit 2-15
Keeping Texas Children Safe in School
January 2000

Strategy	Action Steps
Prevention	<ul style="list-style-type: none">• Know your goals and objectives: where your district is going, and what you want to accomplish.• Establish clear expectations for students, parents, teachers, and administrators.• Address warning signs before they turn into trouble.
Intervention	<ul style="list-style-type: none">• Look for trouble before it finds you.• Recognize trouble when you see it.• Have individuals in the right place and at the right time to intervene.• Have a plan of action appropriate for the occasion and practice it.
Enforcement	<ul style="list-style-type: none">• Leave no room for double standards.• Ensure that discipline management extends inside and outside the classroom.• Alternative programs are not just a matter of compliance with the law; they are many students' last chance at success.

Source: Texas School Performance Review (TSPR), "Keeping Texas Children Safe in School," January 2000.

Communication and cooperation with local governments and law enforcement, discipline management and alternative education programs are other critical factors in a safe and secure learning environment.

FINDING

WCISD's discipline policy is consistently and swiftly enforced. The district uses many tools to control disciplinary problems, including closed campuses, a code of conduct, an alternative education program (AEP) held at night and a juvenile justice alternative education program (JJAEP).

The district operates closed campuses, primarily to keep older students from leaving the premises at lunchtime. Closed campuses keep students on campus during school hours while keeping persons with no school business off school property.

After four code of conduct violations, students are removed from their classrooms and required to attend the district's AEP, an evening program designed to keep disciplinary problems away from the general student population and minimize instructional disruptions. The program runs every school day from 4 p.m. to 8 p.m. The middle school principal reports the AEP disciplinary policy works especially well with middle school students, who simply do not want to go to school at night.

The superintendent has accepted assistance from the sheriff's department, the Texas Department of Public Safety and the district attorney's office in investigations. WCISD teachers also report that their disciplinary problems are minimal.

COMMENDATION

The district consistently and swiftly handles discipline problems to ensure the safety and security of the entire student body.

FINDING

The district board has adopted uniform and dress code policies. District personnel said that these policies promote a sense of order, as they eliminate the possibility of any identifiable gang and drug-related apparel and accessories. One teacher also mentioned that the tailored cut of the uniform pants, along with their light color, make it nearly impossible to hide items such as weapons within clothing.

The uniform policy varies slightly for elementary, middle and high school students and for males and females. It requires all elementary students to wear navy blue polo shirts and khaki pants. Middle school students wear white polo shirts and khaki pants. Male high school students wear either khaki or navy pants or shorts and a navy, white or gold polo or oxford shirt. High school females wear khaki or navy slacks, skirts or shorts and a royal blue, navy, white or gold polo or oxford type shirt.

The dress code policy includes a number of additional provisions regarding grooming and hygiene, hair length and prohibited hairstyles, and guidelines for length of shorts and skirts, foundation garments, facial hair, jewelry, hair accessories and tattoos.

COMMENDATION

The district's uniform and dress code policies maintain a sense of order throughout the schools.

Chapter 3

FINANCIAL MANAGEMENT

This chapter reviews the financial operations of Webb Consolidated Independent School District (WCISD) in five areas:

- A. Fiscal Operations
- B. Budgeting
- C. Tax Collections
- D. Asset and Risk Management
- E. Purchasing

Sound financial management requires school districts to use their limited resources effectively to provide instructional programs and support services so that students can reach their full potential. Moreover, school districts are accountable to the taxpayers, state government and federal government from which they receive their resources.

A school district's accounting process must provide safeguards to reduce the risk of losing assets and to ensure that its resources are appropriated used. Timely, accurate and useful reports on the financial condition of the district for the board and administration are key to effective financial management.

BACKGROUND

An effective asset and risk management program is a key component of financial operations and provides assurance that the district adequately and efficiently protects itself against significant losses. A district's employee health insurance programs should be sound and cost-effective for the district and its employees. An effective cash management program collects district funds in a timely manner and invests them in instruments with maximum earning potential. The district also must safeguard its funds and match the maturity of its investments with the district's fluctuating cash flow demands while complying with the Public Funds Investment Act. A district also should have a fixed asset management program that keeps track of district property and safeguards against theft and obsolescence.

Purchasing is another key component of financial operations. The district's purchasing process must ensure that the goods and services bought by the district meet its specifications at the lowest possible cost and that the process complies with all state laws and regulations. School districts may enter into cooperative purchasing agreements with other governmental entities to consolidate their buying power and obtain the lowest possible price.

Financial management also includes planning and budgeting, external auditing and tax collections.

Chapter 3

FINANCIAL MANAGEMENT

A. FISCAL OPERATIONS

School districts' financial operations must comply with federal, state and local laws and regulations. The Texas Education Agency (TEA) requires districts' financial operations to comply with the requirements of the *Financial Accountability System Resources Guide (FASRG)*. The *FASRG* combines the requirements for financial management from a variety of sources into one guide for Texas school districts.

One way to ascertain the effectiveness of financial management is to compare the district with peer districts. WCISD selected Iraan-Sheffield, Plains, Sudan, Sundown and Wink-Loving ISDs as peer districts for comparison purposes. **Exhibit 3-1** presents student enrollment, property value and property value per student for WCISD and its peer districts.

Exhibit 3-1
WCISD and Peer Districts Number of Enrolled Students,
Certified Property Value and Property Value per Student
2000-01

District	Student Enrollment	Certified Property Value	Property Value per Student
Iraan-Sheffield	531	\$677,749,722	\$1,276,365
Sundown	562	\$462,658,776	\$823,236
Webb Cons	355	\$415,676,902	\$1,170,921
Wink-Loving	344	\$304,286,404	\$884,554
Plains	542	\$344,537,858	\$635,679
Sudan	334	\$441,390,328	\$1,321,528

Source: TEA, Academic Excellence Indicator System (AEIS), 2000-01.

WCISD is a property wealthy district as defined by the Texas Education Code (TEC) Section 41.002. Wealthy districts are those districts that have a property value per weighted average daily attendance (WADA) that exceeds \$290,000 (in the 1999-2000 school year). WCISD's property value per WADA was \$576,010 in 1999-2000, the last year available. These districts generally are referred to as Chapter 41 (of the TEC) school

districts. Chapter 41 districts must either send funds back to the state or select one of several statutory options to reduce their property value per WADA. This requirement is part of the court-approved school funding plan for the state, which was designed to equalize funding for Texas school districts.

WCISD uses Regional Service Center Computer Cooperative (RSCCC) software to maintain its financial records. This software is comprehensive and provides all the information necessary to manage the district's finances properly, including the general ledger, subsidiary ledgers and comparative financial reports for both the current period and year to date. The RSCCC software produces the information necessary to fulfill the requirements for reporting financial information to the Public Education Information Management System (PEIMS), which is required by the TEC Section 42.006. The system also accounts for revenues and expenditures based on the fund, function, object, cost center and program intent codes described in the *FASRG*.

Exhibit 3-2 presents budgeted expenditure information for WCISD and the peer districts by object code description for the 2000-01 school year, excluding wealth equalization transfers required by Chapter 41.

Exhibit 3-2
WCISD and Peer District Budgeted Expenditures for the General
Fund by Object Code Description
2000-01

District	Payroll	Contracted Services	Supplies	Other Operating	Debt Service	Capital Outlay	Total Expenditures
Iraan-Sheffield	\$4,527,640	\$542,734	\$388,384	\$251,186	\$898,560	\$99,991	\$6,708,495
Sundown	\$5,615,203	\$686,040	\$560,543	\$471,870	\$0	\$835,649	\$8,169,305
Webb Cons	\$3,727,514	\$794,632	\$508,120	\$215,817	\$67,300	\$3,246,350	\$8,559,733
Wink-Loving	\$3,462,096	\$539,650	\$288,826	\$135,880	\$225,500	\$106,606	\$4,758,558
Plains	\$4,207,216	\$552,936	\$458,422	\$231,403	\$0	\$182,991	\$5,632,968
Sudan	\$3,010,510	\$393,000	\$510,001	\$332,500	\$363,843	\$87,000	\$4,696,854

Source: TEA, AEIS, 2000-01.

Exhibit 3-3 presents the same information on the basis of the number of students enrolled at each district.

Exhibit 3-3
WCISD and Peer District Per Pupil Budgeted Expenditures
For the General Fund by Object Code Description
2000-01

District	Student Enrollment	Payroll	Contracted Services	Supplies	Other Operating	Debt Service	Capital Outlay	Total Expenditures
Iraan-Sheffield	531	\$8,527	\$1,022	\$731	\$473	\$1,692	\$188	\$12,633
Sundown	562	\$9,991	\$1,221	\$997	\$840	\$0	\$1,487	\$14,536
Webb Cons	355	\$10,500	\$2,238	\$1,431	\$608	\$190	\$9,145	\$24,112
Wink-Loving	344	\$10,064	\$1,569	\$840	\$395	\$656	\$310	\$13,834
Plains	542	\$7,762	\$1,020	\$846	\$427	\$0	\$338	\$10,393
Sudan	334	\$9,014	\$1,177	\$1,527	\$996	\$1,089	\$260	\$14,063

Source: TEA, AEIS, 2000-01.

The large capital outlay expenditures per pupil for WCISD are due to the district's building a combination theater arts and science laboratory building out of its fund balance. Payroll constitutes the major object code expenditure for the district from its general fund. The large percentage of the districts' budgets spent on payroll costs makes controls over these costs an imperative.

Chapter 1, *Financial Accounting and Reporting*, of the *FASRG* mandates the use of functional codes by school districts to track expenditures for different school district operations. **Exhibit 3-4** presents expenditures on a per-pupil basis for all funds for the 2000-01 school year excluding debt service, capital outlay and payments reported under shared services agreements.

Exhibit 3-4
Budgeted Total Operating Expenditures Per Pupil
WCISD and Peer Districts
2000-01

Function	Iraan-	Plains	Sudan	Sundown	Webb	Wink -
-----------------	---------------	---------------	--------------	----------------	-------------	---------------

	Sheffield				Cons	Loving
Instruction	\$6,200	\$5,566	\$6,945	\$7,024	\$7,491	\$7,073
Instructional- Related Services	\$175	\$128	\$442	\$395	\$493	\$297
Instructional Leadership	\$0	\$0	\$0	\$0	\$257	\$0
School Leadership	\$639	\$585	\$588	\$627	\$863	\$666
Support Services-Student	\$192	\$235	\$315	\$403	\$257	\$331
Student Transportation	\$263	\$254	\$383	\$176	\$460	\$203
Food Services	\$540	\$507	\$535	\$704	\$762	\$589
Cocurricular/Extracurricular	\$502	\$678	\$590	\$970	\$750	\$777
Central Administration	\$805	\$628	\$1,566	\$896	\$1,566	\$1,279
Plant Maintenance and Operations	\$1,177	\$1,156	\$1,350	\$1,640	\$1,733	\$1,635
Security and Monitoring Services	\$4	\$10	\$0	\$0	\$115	\$0
Data Processing Services	\$256	\$294	\$0	\$216	\$24	\$0
Community Services	\$0	\$17	\$0	\$0	\$7	\$17
*Total Operating Expenditures	\$10,753	\$10,058	\$12,714	\$13,051	\$14,778	\$12,867

Source: TEA, AEIS, 2000-01.

* Excludes Debt Service, Capital Outlay and Shared Services Agreements.

WCISD spends more per student than any of the peer districts in all functional categories except student support services, co-/extracurricular services and data processing services. In total, WCISD spends more per student than any of the peer districts.

Exhibit 3-5 presents the general fund budgeted expenditures by function code description for the years 1996-97 through 2000-01. The expenditures for 2000-01 are budgeted expenditures, but all information for the other years presented are actual expenditures.

Exhibit 3-5
WCISD General Fund Expenditures by Function Code Description
1996-97 through 2000-01

Code	Function Description	1997 Actual	1998 Actual	1999 Actual	2000 Actual	2001 Budgeted
11	Instruction	\$2,164,363	\$2,057,085	\$2,291,679	\$2,579,181	\$2,665,781
12	Instructional Resources	100,156	80,195	152,837	155,483	173,529
13	Curriculum and Staff Development	7,201	13,609	11,429	4,449	9,813
21	Instructional Leadership	53,788	25,544	86,424	92,127	91,149
23	School Leadership	266,425	225,677	309,140	317,794	306,222
31	Guidance and Counseling	97,235	93,878	60,714	63,114	65,217
32	Social Work Services	74	0	0	0	0
33	Health Services	23,252	22,389	25,924	28,584	26,152
34	Student Transportation	142,631	141,284	108,894	107,885	163,127
35	Food Services	8,279	0	0	0	0
36	Co-/Extracurricular Activities	148,472	137,245	239,176	235,191	266,207
41	General Administration	464,845	399,532	444,810	529,363	556,005
51	Plant Maintenance/Operations	573,302	525,629	633,363	579,167	640,081
52	Security and Monitoring Services	0	0	26,170	42,555	40,910
53	Data Processing Services	20,884	15,420	7,300	8,000	8,500
61	Community Services	0	0	0	2,400	2,400
71	Debt Service	75,490	44,792	100,604	67,037	67,300
81	Facilities Acquisition	0	10,000	132,481	1,874,702	3,190,000
93	Payments - Shared Services	0	62,325	28,728	0	0
95	Payments - JJAEP	0	18,100	7,849	15,055	17,000
	Totals	\$4,146,397	\$3,872,704	\$4,667,522	\$6,702,087	\$8,289,393

Source: TEA, PEIMS, 1996-97 through 2000-01.

A business manager and one clerk perform all the business operations in WCISD. The business manager, who reports to the superintendent, is directly responsible for the following duties:

- cash management;
- payroll;
- risk management;
- fixed assets;
- purchasing;
- budgeting; and
- financial accounting and reporting.

The clerk handles accounts payable and accounting for the student activity funds and helps the business manager when available. The district had a payroll clerk, but did not fill that position when it was vacated, and the business manager assumed those duties. WCISD eliminated another clerk position from the Business Office through attrition based on a recommendation in a prior performance review requested by the superintendent.

FINDING

Strong internal controls are difficult to maintain with a limited number of personnel because it is difficult to segregate duties. To mitigate this problem, the superintendent provides the monthly expenditures to the Board of Trustees for review and approval. After the board approves the expenditures, the district signs the related checks using a check-signing machine and signature plate controlled by the board. The board, superintendent, principals and department managers receive monthly financial reports for the entire district. This open and inclusive financial reporting practice allows all interested parties to review the district's financial information regularly. Timely, accurate and useful financial information is essential to manage the district's finances properly, and serves as an important internal control. The external audits for the 1997-98 through 1999-2000 school years did not report any material weaknesses in the internal controls of the district.

The superintendent also has requested performance reviews of the district's operations every four or five years from various agencies. The State Auditor's Office completed the last performance review in June 1997. Based on this review, WCISD eliminated a number of positions.

COMMENDATION

Source: TEA, AEIS, 2000-01.

Totals may not add to 100 percent due to rounding.

** Excludes Debt Service, Capital Outlay and Shared Services Agreements.*

The only functional categories that WCISD spends a higher percentage of its total budgeted costs than any of the peer districts are instructional leadership, security and monitoring services and community services.

Many districts use the Financial Excellence Indicator System of Texas-Information about Educational Resources (FEISTIER) database to conduct a comparative analysis of peer districts. The Texas Business and Education Coalition, the Texas Association of School Business Officials (TASBO) and TEA joined forces to produce a database that allows school districts to compare their financial operations with other districts. This initiative was designed to establish a financial excellence indicator system for the business operations of school districts similar to the Academic Excellence Indicator System (AEIS), which helps school districts see how their educational performance compares to other districts.

TASBO, in conjunction with the Regional Education Service Centers (RESCs), has offered training for all school district business officials and superintendents on how to use the database. In October 1999, the commissioner of education sent all school superintendents a letter encouraging the superintendent and/or business official to attend the FEISTIER training.

Only those school district employees who have been trained to use FEISTIER have access to the database. Neither WCISD's superintendent nor the business manager has attended FEISTIER training.

Recommendation 10:

Use FEISTIER or a similar tool to review and conduct comparative analysis of annual operating expenditures.

Using audited expenditures and FEISTIER would help the district to determine why it spends more in certain areas than the peer districts and would provide a good foundation on which to make sound financial decisions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent and the business manager conduct a comparative analysis of the peer districts using the 2000-01	May 2002
----	--------------------------------------------------------------------------------------------------------------------	----------

	audited expenditures.	
2.	The superintendent contacts TASBO to determine when it will hold the next available training session for FEISTIER.	May 2002
3.	The superintendent and the business manager determine the reasons for the differences between WCISD and the peer districts.	June and July 2002
4.	The superintendent and/or the business manager attend the FEISTIER training and purchase the program.	When Offered
5.	The superintendent presents the analysis to the board for review and consideration in the budget process.	July 2002
6.	The superintendent and/or the business manager begin using FEISTIER.	Summer 2002

FISCAL IMPACT

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
The superintendent and business manager attend FEISTIER training.	(\$700)	\$0	\$0	\$0	\$0
The district purchases the FEISTIER program.	(\$150)	(\$150)	(\$150)	(\$150)	(\$150)
Net Savings/(Costs)	(\$850)	(\$150)	(\$150)	(\$150)	(\$150)

Chapter 3

FINANCIAL MANAGEMENT

B. BUDGETING

A school district's annual budget represents planned expenditures for the year and provides the basis for determining the tax rate. The budget process should be methodical and include phases for development, presentation and adoption.

First, the district must estimate its revenues to determine the amount of funds available for the budget year. School districts receive revenues from the federal government, state government and local taxpayers. Federal revenues can fluctuate significantly based on changes in the federal budget, and districts must take great care to ensure the necessary funds will be available.

State revenues are based on a variety of factors that must be estimated annually. The most critical of these factors is student attendance. A district must not only estimate the number of students but the type of student due to the special weighting factors in the state funding formula, which provides different amounts of funding for students who have special needs. The district also requires a good estimate of the appraised value of property in the district to estimate the funding it will receive from the local taxpayers.

Next, the district must estimate the expenditures for the budget year. Although the TEC states that the superintendent is responsible for preparing the budget, the development phase should include opportunities for staff and the community to express their opinions.

If a district uses a per pupil-allocation process for staffing, supplies and other budgeted expenditures for the schools, it must involve the Site-Based Decision-Making Committee (SBDMC) at each school to determine how those allocations are used at the school. If a district uses a request-for-funds process, then it must involve the SBDMC for the school with formulating and prioritizing those requests at each school. Due to limited resources, districts sometimes can fund only the highest priorities. During the development process, a district also must account for the priorities established in the campus improvement plans and the district improvement plan. All other departments must establish their needs based on the services they plan to provide. Once all the necessary information is compiled, the preliminary budget is ready for the presentation phase.

The presentation phase should include opportunities for the administration and board to review and discuss the revenue and expenditure estimates and the underlying assumptions and needs on which these are based. If estimated revenues are not sufficient to pay for the estimated expenditures, the presentation phase should include options for increasing revenue, reducing expenses or using a portion of the undesignated fund balance to arrive at a balanced budget. The fund balance should only be used for one-time expenditures, such as capital improvements, and not to fund continuing expenditures, such as raises for employees. The presentation phase also should include opportunities for district employees to provide input into the discussions. The final part of the presentation phase should specifically allow for public input on the budget. The TEC requires this budget hearing, and only after the public hearing can the board adopt the budget.

The final step in the budget process is the adoption of the budget, and it must occur before districts can spend funds. Once adopted, the budget becomes the legal authority for the district to make expenditures. The budget controls expenditures, and expenditures cannot exceed the budget. If an expenditure is going to exceed the budget, the administration must prepare, present and have a budget amendment adopted by the board before the expenditure is made.

FINDING

Due to the complexities of state funding and the effect of Chapter 41 of TEC on a wealthy district's budget, the superintendent works with a consultant to help determine state funding. The superintendent receives the report from the consultant and adjusts the estimate to achieve a more conservative projection of revenue. Conservative estimates of revenue provide the district with realistic projections of future cash inflows. If the district uses conservative revenue estimates and subsequently realizes excess revenue, the district can amend the budget. This approach allows the district to increase expenditures in areas of greatest need, if appropriate.

COMMENDATION

The superintendent uses an expert consultant to assist with the state funding estimate.

Chapter 3

FINANCIAL MANAGEMENT

C. TAX COLLECTIONS

Local school districts levy property taxes that provide a source of funds for the districts. The tax generally is composed of a maintenance and operations (M&O) component and a debt service component. The M&O component of the tax cannot exceed \$1.50 per hundred dollars of assessed property value. The voters authorize the debt service component of the tax when they pass a bond issue.

The county appraisal district appraises all school districts' property. All school districts adopt a tax rate that is applied to the assessed value, minus tax exemptions, to determine the amount of taxes to be levied. Some school districts collect their own taxes and others contract with another entity. A tax attorney usually collects delinquent taxes.

Due to the inverse relationship between property wealth and state funding earned, poorer districts rely more heavily on state revenues and wealthy districts rely almost completely on local revenues. **Exhibit 3-7** presents the amount and percentage of local taxes (including penalty and interest), other local revenue and state revenue that WCISD received for the years of 1996-97 through 2000-01.

Exhibit 3-7
WCISD Comparison of Tax Collections, Other Local Revenue
and State Revenue to Total Local and State Revenue
1996-97 Through 2000-01

	1996-97 (Actual)	1997-98 (Actual)	1998-99 (Actual)	1999-2000 (Actual)	2000-01 (Budget)
Tax collections	\$4,915,038	\$5,224,659	\$5,723,267	\$5,225,581	\$5,392,700
Percent of total local and state revenue	90.0%	89.5%	88.7%	80.9%	86.0%
Other local revenue	\$238,970	\$376,397	\$449,606	\$521,702	\$449,150
Percent of total local and state revenue	4.4%	6.4%	7%	8.1%	7.2%
State revenue and	\$309,404	\$239,541	\$279,080	\$714,902	\$428,600

pass-through					
Percent of total local and state revenue	5.7%	4.1%	4.3%	11.1%	6.8%
Total local and state revenue	\$5,463,412	\$5,840,597	\$6,451,953	\$6,462,185	\$6,270,450

Source: TEA, PEIMS, 1996-97 through 2000-01.

WCISD has relied on the local property tax for as much as 90 percent of its funding in 1997-98 to as little as 80.9 percent in 1999-2000. The district receives the clear majority of its revenue from property taxes, so it must ensure that it maximizes collections each year.

WCISD's tax base is subject to considerable fluctuation. All of the top ten taxpayers are oil, gas and mineral-related taxpayers and make up 70.4 percent of the taxable value. The fluctuations in the price of these commodities can have a dramatic effect on the tax base of the district. Property values have risen over the last several years, and the district has been able to reduce the tax rate from \$1.50 per hundred dollars of assessed value to the 2001 tax rate of \$0.9045. **Exhibit 3-8** presents the fluctuation in assessed property value and the tax rate for the corresponding year.

Exhibit 3-8
WCISD Change in Property Value and Tax Rate
and the Percentage of Taxes Collected to the Total Levy
1997-98 Through 2001-02

	1997-98	1998-99	1999-2000	2000-01	2001-02
Assessed property value	\$352,424,371	\$388,013,266	\$354,328,500	\$413,394,832	\$657,680,467
Tax rate per \$100 value	\$1.5000	\$1.5000	\$1.5000	\$1.3600	\$0.9045
Tax levy	\$5,286,366	\$5,820,199	\$5,314,928	\$5,622,170	\$5,948,720
Total tax collections	\$5,224,659	\$5,723,267	\$5,225,581	\$5,684,490	N/A
Percent collected to levy	98.8%	98.3%	98.3%	101.1%	N/A

Source: WCISD Tax Office and External Audit Reports.

Because WCISD depends heavily on property taxes, the appraisal district must properly appraise the properties in the district for WCISD to maximize those revenues. WCISD does not believe the appraisal district is placing appropriate values on the property in WCISD and has entered into a lawsuit with other taxing entities against the appraisal district.

FINDING

WCISD collects its own taxes and offers discounts of 3 percent, 2 percent and 1 percent for paying taxes in October, November and December, respectively. At the end of the 2000-01 school year, total taxes receivables represented only 7.2 percent of that year's total levy. Of the delinquent taxes receivable as of August 31, 2001, only 22.4 percent were made up of accounts where the whereabouts of the owner of the property is unknown. As of November 6, 2001, WCISD had collected 89.2 percent of the 2001 levy.

WCISD's Tax Assessor-Collector makes visits to homes or businesses to collect taxes. The Tax Assessor-Collector follows up on "unknowns" by searching for changes of address. The district pursues delinquent tax collections aggressively. While the district will not take homes away from elderly delinquent taxpayers, it will seize the properties of all other delinquent taxpayers, if necessary.

COMMENDATION

WCISD aggressively and effectively collects property taxes.

Chapter 3

FINANCIAL MANAGEMENT

D. ASSET AND RISK MANAGEMENT

An effective asset and risk management program is a key component of financial operations and should ensure the district is adequately and efficiently protected against significant losses. A district's employees' health insurance program also should be sound and cost-effective so that it benefits the district's employee. A district's fixed asset management efforts should adequately keep track of district property and safeguard that property against theft and obsolescence.

Districts with effective cash management practices collect district funds in a timely manner and invest them in instruments with maximum earning potential while safeguarding funds and matching the maturity of the investments with the fluctuating cash flow demands of the district. Districts also must comply with the Public Funds Investment Act when investing their cash.

WCISD insures itself against loss for unemployment, school leaders' errors and omissions, liability, vehicle loss or damage and real or personal property from a variety of insurers. The district also provides student accident insurance for participants in all sports and University Interscholastic League (UIL) activities. The district pays \$29,587 for its real and personal property coverage with a \$1,000 deductible. The policy covers \$22,762,314 of real and personal property with a rider for \$100,000 for data processing and media equipment with a \$250 deductible, and a rider for \$178,000 for band instruments with a \$250 deductible.

Health Insurance

FINDING

WCISD and its employees will be affected by the new statewide school employee health insurance plan. Effectively managing this program may have a direct impact on the district's financial condition and the actual benefits derived by its employees.

The 2001 Texas Legislature established a statewide school employee health insurance plan for teachers and other employees of school districts. School districts with 500 or fewer employees-including WCISD and more than 80 percent of the state's school districts-will be required to participate in the new state insurance plan beginning in fall 2002. Districts with between 501 and 1,000 employees may join the plan, but had to make this

decision before September 30, 2001. Districts with more than 1,000 employees may join in 2005, unless the Teacher Retirement System (TRS) Board, which will administer the plan, determines that an earlier opt-in is feasible. Districts not joining the state insurance plan will still receive state support to continue their locally determined insurance programs. All districts, whether participating in the state insurance plan or not, will receive from the state \$75 a month per covered employee contribution for the district and \$1,000 a year "pass through" for each school employee.

There are some special provisions to the plan that deal with risk pools and self-insurance programs:

Risk pools: If a risk pool was in existence on January 1, 2001, districts with less than 501 employees in the pool may elect not to participate in the state pool.

Self-Insured: Districts with less than 501 employees who were individually self-insured on or before January 1, 2001, and have continued a self-insured program since then may elect not to participate in the state pool.

Furthermore, districts that are parties to a health insurance contract in effect on September 1, 2002 are not required to participate until the expiration of the contract period.

All full-time employees and those part-time employees who are members of TRS are automatically covered by the basic state plan, which is considered catastrophic coverage. Receiving higher levels of coverage will require additional district and employee contributions. To assist with these costs, the state will send each district \$75 per month, per covered employee and will give each employee an additional \$1,000 annually (\$83 a month) to pay for additional employee coverage, dependent coverage, compensation or any combination of the above. Part-time employees who are not TRS members may participate if they or the district pays the full cost.

Districts are required to make a minimum contribution of \$150 per employee per month. If they are not currently making that effort, over the next six years the state will help them pay that local district share. The state will phase out this "hold harmless" aid over the next six years. Districts reaching the Maintenance and Operations tax cap of \$1.50 will also be held harmless for any tax effort over \$1.50 required to reach their minimum district effort of \$150 a month.

Districts contributing more than \$150 a month per employee may use the difference between their current expenditure per employee per month and

the required \$150 a month minimum effort to provide additional insurance coverage or other employee compensation.

All of the details of the plan will be subject to contract negotiations with health insurance providers and actuarial estimates, as well as rules and guidelines set by TRS. Throughout this year, more than 80 percent of the districts in the state will be examining the options and making plans for a transition to the new plan.

Because the Legislature was concerned about the effect that the termination or bidding of insurance contracts during this final year of coverage would have on a district's ability to obtain competitive bids for health insurance, the state has exempted the smaller school districts from the competitive bid requirements for health insurance coverage for the coming year.

Because WCISD employs 101 staff, less than the 500-employee level, the district will automatically be enrolled in the state's health insurance plan, but will still have some decisions to make during the remainder of the 2001-02 school year.

Recommendation 11:

Establish a committee of staff and administrators to assess the state employee health insurance plan and help determine the district's course of action.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent directs the business manager to establish a committee of representative teachers and other employees to research the options and prepare recommendations for how the district will approach the new employee health coverage in the coming year.	May 2002
2.	The business manager selects a committee and begins to gather information from TRS, Regional Education Service Center I (Region 1) and the state on the program.	May 2002
3.	The committee examines the information and prepares a plan of action to be presented to the board.	May - June 2002
4.	The superintendent and the business manager present the plan to the board for review and approval.	July 2002
5.	Upon approval, the committee communicates the plan to all members of the staff.	August 2002

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Cash Management

FINDING

The business manager regularly monitors the amount of securities pledged by the district's bank to provide protection from the risk of loss if the bank failed. WCISD maintains significant sums of cash and investments during the course of the year. In the district's 1999-2000 external audit, the highest cash and investment balance held in the depository bank was more than \$10,000,000, and on August 31, 2000, the amount in the bank, including temporary investments, was more than \$8,000,000. Additionally, the district invested more than \$3,000,000 in various government securities.

The superintendent and business manager jointly manage the banking relationships of the district. The superintendent is the investment officer of the district and must ensure the district's compliance with the Public Funds Investment Act and the board's investment policy. The business manager maintains the safekeeping of receipts and reports for all investments. TEC Section 45.208 (f) requires the district to designate the amount of securities pledged by the depository bank to adequately protect the district's funds deposited with the depository bank in excess of the Federal Deposit Insurance Corporation insurance limits.

COMMENDATION

WCISD monitors the amount of pledged securities for bank deposits.

FINDING

The district received one depository contract bid for the 2001-2003 biennium from the First National Bank of Hebbbronville. The bid charges no fees for any services other than research and with no compensating balance required.

The bid also provides for payment of interest at least equal to the U.S. Treasury Bill (T-Bill) "asked rate" for time deposits from seven through fifty-nine days and an increase of 25 basis points above that rate for each maturity class above 60 days. The NOW account, used as an overnight sweep account, draws interest at a rate 50 basis points above the 12-month T-Bill rate, adjusted and paid quarterly. The district does not permanently or temporarily invest funds in non-interest bearing accounts.

COMMENDATION

WCISD obtains interest earnings by placing all of its funds in interest-bearing accounts and investments at all times.

FINDING

WCISD does not bond the business manager who is responsible for the cash management, purchasing, receiving and maintaining the fixed asset listing for the district. While the review team found no evidence of wrongdoing in WCISD, a district without a bonded business manager places itself at risk of significant loss from fraud, theft and other egregious acts performed by employees with ready access to cash, deposits and investments. As such, bonding is a prudent measure because it protects districts against such fraud.

Recommendation 12:

Bond the business manager to protect the district against loss of funds.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The superintendent requests quotes for a \$50,000 bond on the business manager.	May 2002
2.	The superintendent reviews the quotes received and determines the best vendor.	June 2002
3.	The district purchases the bond on the business manager.	July 2002

FISCAL IMPACT

The cost of the bond is based on the cost of the district's tax assessor collector's bond of the same amount.

Recommendation	2001-02	2002-03	2003-04	2004-05	2005-06
Bond the business manager to protect the district against loss of funds.	(\$250)	(\$250)	(\$250)	(\$250)	(\$250)

Chapter 3

FINANCIAL MANAGEMENT

E. PURCHASING

Purchasing is a key component of financial operations. An effective purchasing program must ensure that the goods and services obtained by the district meets its specifications at the lowest possible cost and that the program complies with state laws and regulations. School districts may enter into cooperative purchasing agreements with other governmental entities to consolidate buying power and obtain the lowest possible price.

WCISD's purchasing process is described in the steps listed below.

Step 1. The requesting party uses a vendor on the vendors list and fills out a requisition.

Step 2. The principal approves the requisition.

Step 3. The business manager receives the requisition.

Step 4. The business manager forwards the requisition to the superintendent for approval or denial.

Step 5. The superintendent returns the approved requisition to the business manager.

Step 6. The business manager gives the requisition to the accounts payable clerk who verifies the information on the requisition and checks the budget for availability of funds.

Step 7. The accounts payable clerk issues a purchase order to the vendor.

The district does not have a warehouse facility, and the Business Office serves as a central receiving center unless the item is large and cannot be easily moved to another destination, or if the product is for Food Service or is a large order of custodial supplies. Each kitchen acts as its own receiving department. WCISD's receiving process is listed below.

Step 1. The vendor ships the goods to the Business Office, except as noted above.

Step 2. The business manager receives the goods and verifies the contents.

Step 3. The business manager compares the packing slip to the purchase order for accuracy of the items the vendor shipped.

Step 4. If the item is considered a fixed asset, the business manager tags the item for control purposes.

Step 5. The school or department picks up the item from the Business Office.

Step 6. The school or department returns the packing slip to the business manager noting receipt of the goods, condition of the goods and if any items were backorder on the packing slip.

Step 7. The business manager gives the packing slip to the Accounts Payable clerk, and it is matched to the invoice and purchase order before being processed for payment.

Step 8. The vendor is paid in the next check run the board approves.

The business manager controls the district's purchasing and receiving functions and pays for goods ordered by the district. Sound internal controls require these functions to be separated if possible. The Accounts Payable clerk's issuing the purchase order and entering the invoice for payment reduces the potential for problems posed by the fact that the duties are not separated as much as would be desirable under ideal conditions. Board approval of all expenditures and the review of financial statements by the school principals and department heads also help to reduce the potential risk.

FINDING

WCISD participates in a number of purchasing cooperatives to improve its ability to buy goods that meet the district's requirements at the lowest possible price. The district participates in the Texas Association of School Boards' Texas Local Government Purchasing Cooperative, the Houston Galveston Area Council Purchasing Cooperative and the RESC 2 Purchasing Cooperative.

COMMENDATION

WCISD's membership in purchasing cooperatives demonstrates that it is committed to obtaining the best value for the money it spends.

Appendix A

DISTRICT ADMINISTRATOR AND SUPPORT STAFF SURVEY RESULTS

n=7

Demographic Data

1.	Gender (Optional)	Male	Female	No Answer				
		0.0%	85.7%	14.3%				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer	
		0.0%	0.0%	85.7%	0.0%	0.0%	14.3%	
3.	How long have you been employed by Webb CISD?			1-5 years	6-10 years	11-15 years	16-20 years	20+ years
				0.0%	42.8%	28.6%	28.6%	0.0%
4.	Are you a(n):	a. administration		b. clerical staffer	c. support staffer		No Answer	
		0.0%		14.3%	14.3%		71.4%	
5.	How long have you been employed in this capacity by Webb ISD?							
	1-5 years	0.0%	6-10 years	14.3%	11-15 years	28.6%		
	16-20 years	14.3%	20+ years	0.0%	No Answer	42.8%		

A. District Organization and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	0.0%	100.0%	0.0%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	0.0%	85.7%	14.3%	0.0%	0.0%
3.	The superintendent is a respected and effective instructional leader.	14.3%	85.7%	0.0%	0.0%	0.0%

4.	The superintendent is a respected and effective business manager.	28.6%	71.4%	0.0%	0.0%	0.0%
5.	Central administration is efficient.	28.6%	71.4%	0.0%	0.0%	0.0%
6.	Central administration supports the educational process.	42.8%	42.9%	0.0%	14.3%	0.0%
7.	The morale of central administration staff is good.	42.9%	0.0%	42.8%	14.3%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8.	Education is the main priority in our school district.	57.1%	28.6%	0.0%	14.3%	0.0%
9.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	28.6%	57.1%	14.3%	0.0%	0.0%
10.	The needs of the college-bound student are being met.	28.6%	42.9%	0.0%	28.5%	0.0%
11.	The needs of the work-bound student are being met.	28.6%	42.8%	0.0%	28.6%	0.0%
12.	The district has effective educational programs for the following:					
	a.) Reading	57.1%	42.9%	0.0%	0.0%	0.0%
	b.) Writing	14.3%	85.7%	0.0%	0.0%	0.0%
	c.) Mathematics	57.1%	42.9%	0.0%	0.0%	0.0%
	d.) Science	57.1%	42.9%	0.0%	0.0%	0.0%
	e.) English or Language	42.9%	57.1%	0.0%	0.0%	0.0%

	Arts					
	f.) Computer Instruction	14.3%	57.1%	28.6%	0.0%	0.0%
	g.) Social Studies (history or geography)	42.9%	57.1%	0.0%	0.0%	0.0%
	h.) Fine Arts	0.0%	85.7%	14.3%	0.0%	0.0%
	i.) Physical Education	28.6%	57.1%	14.3%	0.0%	0.0%
	j.) Business Education	14.3%	57.1%	28.6%	0.0%	0.0%
	k.) Vocational (Career and Technology) Education	57.1%	42.9%	0.0%	0.0%	0.0%
	l.) Foreign Language:	28.6%	57.1%	14.3%	0.0%	0.0%
13.	The district has effective special programs for the following:					
	a.) Library Service	57.1%	0.0%	0.0%	14.3%	28.6%
	b.) Honors/Gifted and Talented Education	42.9%	0.0%	14.3%	42.8%	0.0%
	c.) Special Education	28.6%	71.4%	0.0%	0.0%	0.0%
	d.) Head Start and Even Start programs	28.6%	42.8%	14.3%	14.3%	0.0%
	e.) Dyslexia program	100.0%	0.0%	0.0%	0.0%	0.0%
	f.) Student mentoring program	0.0%	14.3%	57.1%	14.3%	14.3%
	g.) Advanced placement program	42.8%	28.6%	14.3%	14.3%	0.0%
	h.) Literacy program	14.3%	14.3%	42.8%	28.6%	0.0%
	i.) Programs for students at risk of dropping out of school	0.0%	0.0%	57.1%	42.9%	0.0%
	j.) Summer school programs	0.0%	14.2%	42.9%	28.6%	14.3%
	k.) Alternative education programs	0.0%	42.9%	57.1%	0.0%	0.0%
	l.) English as a Second Language program	0.0%	57.1%	26.6%	14.3%	0.0%

	m.) Career counseling program	0.0%	14.3%	42.8%	28.6%	14.3%
	n,) College counseling program	14.3%	57.1%	28.6%	0.0%	0.0%
	o.) Counseling the parents of students	0.0%	42.9%	42.9%	14.2%	0.0%
	p.) Dropout prevention program	0.0%	14.3%	71.4%	14.3%	0.0%
14.	Parents are immediately notified if a child is absent from school.	0.0%	71.4%	14.3%	14.3%	0.0%
15.	Teacher turnover is low.	42.9%	42.9%	0.0%	14.2%	0.0%
16.	Highly qualified teachers fill job openings.	57.1%	28.6%	0.0%	14.3%	0.0%
17.	Teacher openings are filled quickly.	57.1%	14.3%	14.3%	14.3%	0.0%
18.	Teachers are rewarded for superior performance.	0.0%	42.9%	0.0%	57.1%	0.0%
19.	Teachers are counseled about less than satisfactory performance.	14.3%	42.9%	28.5%	14.3%	0.0%
20.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	42.8%	28.6%	0.0%	28.6%	0.0%
21.	The student-teacher ratio is reasonable.	57.1%	28.6%	0.0%	14.3%	0.0%
22.	Students have access, when needed, to a school nurse.	42.9%	42.9%	0.0%	14.2%	0.0%
23.	Classrooms are seldom left unattended.	42.9%	28.6%	28.5%	0.0%	0.0%

C. Personnel Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	District salaries are competitive with similar positions in the job market.	14.3%	71.4%	14.3%	0.0%	0.0%
25.	The district has a good and timely program for orienting new employees.	14.3%	57.1%	28.6%	0.0%	0.0%
26.	Temporary workers are rarely used.	14.2%	42.9%	42.9%	0.0%	0.0%
27.	The district successfully projects future staffing needs.	57.1%	14.3%	14.3%	14.3%	0.0%
28.	The district has an effective employee recruitment program.	14.3%	28.5%	42.8%	14.4%	0.0%
29.	The district operates an effective staff development program.	28.6%	14.3%	0.0%	42.8%	14.3%
30.	District employees receive annual personnel evaluations.	57.1%	42.9%	0.0%	0.0%	0.0%
31.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	0.0%	14.3%	85.7%	0.0%	0.0%
32.	Employees who perform below the standard of expectation are counseled appropriately and timely.	0.0%	57.1%	28.6%	14.3%	0.0%
33.	The district has a fair and timely grievance process.	42.9%	28.6%	14.3%	14.2%	0.0%
34.	The district's health	14.3%	57.1%	14.3%	0.0%	14.3%

	insurance package meets my needs.					
--	-----------------------------------	--	--	--	--	--

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35.	The district regularly communicates with parents.	14.3%	42.8%	14.3%	28.6%	0.0%
36.	The local television and radio stations regularly report school news and menus.	0.0%	0.0%	57.1%	42.9%	0.0%
37.	Schools have plenty of volunteers to help student and school programs.	0.0%	14.3%	14.3%	42.8%	28.6%
38.	District facilities are open for community use.	0.0%	57.1%	42.9%	0.0%	0.0%

E. Facilities Use And Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	14.4%	42.9%	28.3%	14.4%	0.0%
40.	The architect and construction managers are selected objectively and impersonally.	28.6%	57.1%	14.3%	0.0%	0.0%
41.	Schools are clean.	14.3%	71.4%	14.3%	0.0%	0.0%
42.	Buildings are properly maintained in a timely manner.	14.3%	71.4%	14.3%	0.0%	0.0%
43.	Repairs are made in a	14.3%	57.1%	14.3%	14.3%	0.0%

	timely manner.					
44.	Emergency maintenance is handled promptly.	14.3%	71.4%	14.3%	0.0%	0.0%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	28.6%	28.6%	0.0%	42.8%	0.0%
46.	Campus administrators are well trained in fiscal management techniques.	57.1%	28.6%	14.3%	0.0%	0.0%
47.	The district's financial reports are easy to understand and read.	28.6%	28.6%	28.6%	14.2%	0.0%
48.	Financial reports are made available to community members when asked.	28.6%	14.3%	42.8%	14.3%	0.0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	Purchasing gets me what I need when I need it.	42.9%	42.9%	14.2%	0.0%	0.0%
50.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	42.9%	28.5%	28.6%	0.0%	0.0%
51.	Purchasing processes are not cumbersome for the requestor.	42.8%	28.6%	28.6%	0.0%	0.0%

52.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	42.8%	42.8%	14.4%	0.0%	0.0%
53.	Students are issued textbooks in a timely manner.	42.8%	57.2%	0.0%	0.0%	0.0%
54.	Textbooks are in good shape.	42.9%	57.1%	0.0%	0.0%	0.0%
55.	The school library meets students' needs for books and other resources for students.	0.0%	71.4%	0.0%	0.0%	28.6%

H. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56.	Gangs are not a problem in this district.	0.0%	57.1%	14.3%	28.6%	0.0%
57.	Drugs are not a problem in this district.	0.0%	14.3%	0.0%	85.7%	0.0%
58.	Vandalism is not a problem in this district.	0.0%	42.9%	14.2%	42.9%	0.0%
59.	Security personnel have a good working relationship with principals and teachers.	0.0%	28.6%	57.1%	14.3%	0.0%
60.	Security personnel are respected and liked by the students they serve.	0.0%	28.6%	57.1%	14.3%	0.0%
61.	A good working arrangement exists between the local law enforcement and the district.	0.0%	71.4%	14.3%	14.3%	0.0%
62.	Students receive fair and equitable discipline for misconduct.	28.6%	57.1%	0.0%	0.0%	14.3%

I. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	Students regularly use computers.	0.0%	42.9%	14.3%	42.8%	0.0%
64.	Students have regular access to computer equipment and software in the classroom.	0.0%	57.1%	14.3%	28.6%	0.0%
65.	Teachers know how to use computers in the classroom.	0.0%	85.7%	0.0%	14.3%	0.0%
66.	Computers are new enough to be useful for student instruction.	0.0%	57.1%	0.0%	42.9%	0.0%
67.	The district meets students' needs in computer fundamentals.	0.0%	28.6%	14.3%	57.1%	0.0%
68.	The district meets students' needs in advanced computer skills.	0.0%	42.9%	14.3%	42.8%	0.0%
69.	Teachers and students have easy access to the Internet.	42.9%	42.9%	0.0%	14.2%	0.0%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of administrative and support staff survey respondents.

- Library services are an integral part of our overall reading curriculums success. It is in our best interest to develop and foster our children's love for reading. We must develop our library media center at the elementary level.
- A good district to work for.

Appendix B

TEACHER SURVEY RESULTS

n=12

Demographic Data

1.	Gender (Optional)	Male	Female	No Answer				
		41.7%	50.0%	8.3%				
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer	
		16.7%	0.0%	75.0%	0.0%	0.0%	8.3%	
3.	How long have you been employed by Webb Consolidated ISD?		1-5 years	6-10 years	11-15 years	16.20 years	20+ years	No Answer
			25.0%	50.0%	8.3%	0.0%	16.7%	0.0%
4.	What grade(s) do you teach this year?							
	Pre-Kindergarten	Kindergarten	First	Second	Third			
	0.0%	0.0%	0.0%	0.0%	0.0%			
	Fourth	Fifth	Sixth	Seventh	Eighth			
	0.0%	0.0%	25.0%	25.0%	16.7%			
	Ninth	Tenth	Eleventh	Twelfth				
58.3%	66.7%	66.6%	66.6%					

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	66.7%	33.3%	0.0%	0.0%	0.0%
2.	School board members listen to the opinions and desires of others.	75.0%	16.7%	8.3%	0.0%	0.0%

3.	School board members work well with the superintendent.	66.7%	33.3%	0.0%	0.0%	0.0%
4.	The school board has a good image in the community.	66.7%	25.0%	8.3%	0.0%	0.0%
5.	The superintendent is a respected and effective instructional leader.	75.0%	25.0%	0.0%	0.0%	0.0%
6.	The superintendent is a respected and effective business manager.	75.0%	25.0%	0.0%	0.0%	0.0%
7.	Central administration is efficient.	66.7%	25.0%	0.0%	8.3%	0.0%
8.	Central administration supports the educational process.	66.7%	33.3%	0.0%	0.0%	0.0%
9.	The morale of central administration staff is good.	66.7%	25.0%	8.3%	0.0%	0.0%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
10.	Education is the main priority in our school district.	91.7%	8.3%	0.0%	0.0%	0.0%
11.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	91.7%	8.3%	0.0%	0.0%	0.0%
12.	The needs of the college-bound student are being met.	66.7%	25.0%	8.3%	0.0%	0.0%
13.	The needs of the work-bound student are being met.	66.7%	16.6%	16.7%	0.0%	0.0%

14.	The district provides curriculum guides for all grades and subjects.	41.8%	33.3%	8.3%	8.3%	8.3%
15.	The curriculum guides are appropriately aligned and coordinated.	41.7%	16.7%	25.0%	8.3%	8.3%
16.	The district's curriculum guides clearly outline what to teach and how to teach it.	33.3%	25.0%	25.0%	8.3%	8.4%
17.	The district has effective educational programs for the following:					
	a.) Reading	75.0%	25.0%	0.0%	0.0%	0.0%
	b.) Writing	75.0%	25.0%	0.0%	0.0%	0.0%
	c.) Mathematics	83.3%	16.7%	0.0%	0.0%	0.0%
	d.) Science	75.0%	25.0%	0.0%	0.0%	0.0%
	e.) English or Language Arts	75.0%	25.0%	0.0%	0.0%	0.0%
	f.) Computer Instruction	66.7%	8.3%	16.7%	8.3%	0.0%
	g.) Social Studies (history or geography)	75.0%	16.7%	8.3%	0.0%	0.0%
	h.) Fine Arts	75.0%	16.7%	0.0%	8.3%	0.0%
	i.) Physical Education	50.0%	50.0%	0.0%	0.0%	0.0%
	j.) Business Education	41.7%	25.0%	16.7%	16.6%	0.0%
	k.) Vocational (Career and Technology) Education	66.7%	33.3%	0.0%	0.0%	0.0%
	l.) Foreign Language	66.7%	25.0%	8.3%	0.0%	0.0%
18.	The district has effective special programs for the following:					
	a.) Library Service	41.7%	33.3%	16.7%	8.3%	0.0%
	b.) Honors/Gifted and Talented Education	58.3%	25.0%	16.7%	0.0%	0.0%

	c.) Special Education	75.0%	8.3%	8.4%	8.3%	0.0%
	d.) Head Start and Even Start programs	66.7%	0.0%	33.3%	0.0%	0.0%
	e.) Dyslexia program	41.7%	25.0%	25.0%	8.3%	0.0%
	f.) Student mentoring program	16.7%	16.7%	58.3%	8.3%	0.0%
	g.) Advanced placement program	66.7%	25.0%	8.3%	0.0%	0.0%
	h.) Literacy program	41.7%	16.7%	33.3%	8.3%	0.0%
	i.) Programs for students at risk of dropping out of school	41.7%	33.3%	16.7%	8.3%	0.0%
	j.) Summer school programs	16.7%	25.0%	41.7%	8.3%	8.3%
	k.) Alternative education programs	58.3%	25.0%	0.0%	16.7%	0.0%
	l.) "English as a Second Language" program	33.3%	33.3%	33.4%	0.0%	0.0%
	m.) Career counseling program	58.3%	25.0%	16.7%	0.0%	0.0%
	n.) College counseling program	66.7%	16.7%	16.6%	0.0%	0.0%
	o.) Counseling the parents of students	58.3%	8.3%	33.4%	0.0%	0.0%
	p.) Drop out prevention program	41.7%	25.0%	33.3%	0.0%	0.0%
19.	Parents are immediately notified if a child is absent from school.	41.7%	8.3%	41.7%	8.3%	0.0%
20.	Teacher turnover is low.	66.7%	8.3%	25.0%	0.0%	0.0%
21.	Highly qualified teachers fill job openings.	66.7%	16.7%	16.6%	0.0%	0.0%
22.	Teacher openings are filled quickly.	41.7%	41.7%	8.3%	8.3%	0.0%
23.	Teachers are rewarded	41.7%	25.0%	25.0%	8.3%	0.0%

	for superior performance.					
24.	Teachers are counseled about less-than-satisfactory performance.	16.7%	25.0%	58.3%	0.0%	0.0%
25.	Teachers are knowledgeable in the subject areas they teach.	58.3%	25.0%	16.7%	0.0%	0.0%
26.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	58.3%	33.3%	8.4%	0.0%	0.0%
27.	The students-to-teacher ratio is reasonable.	83.4%	8.3%	8.3%	0.0%	0.0%
28.	Classrooms are seldom left unattended.	58.3%	33.3%	8.4%	0.0%	0.0%

C. Personnel Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29.	District salaries are competitive with similar positions in the job market.	66.7%	25.0%	8.3%	0.0%	0.0%
30.	The district has a good and timely program for orienting new employees.	50.0%	33.3%	16.7%	0.0%	0.0%
31.	Temporary workers are rarely used.	41.7%	33.3%	25.0%	0.0%	0.0%
32.	The district successfully projects future staffing needs.	50.0%	16.7%	33.3%	0.0%	0.0%
33.	The district has an effective employee recruitment program.	50.0%	16.7%	33.3%	0.0%	0.0%

34.	The district operates an effective staff development program.	41.7%	41.7%	16.6%	0.0%	0.0%
35.	District employees receive annual personnel evaluations.	83.3%	16.7%	0.0%	0.0%	0.0%
36.	The district rewards competence and experience and spells out qualifications such as seniority and skill levels needed for promotion.	33.3%	33.3%	0.0%	33.4%	0.0%
37.	Employees who perform below the standard of expectation are counseled appropriately and timely.	33.3%	50.0%	16.7%	0.0%	0.0%
38.	The district has a fair and timely grievance process.	33.3%	50.0%	16.7%	0.0%	0.0%
39.	The district's health insurance package meets my needs.	33.3%	41.7%	16.7%	0.0%	8.3%

D. Community Involvement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
40.	The district regularly communicates with parents.	58.3%	41.7%	0.0%	0.0%	0.0%
41.	The local television and radio stations regularly report school news and menus.	0.0%	25.0%	41.7%	25.0%	8.3%
42.	Schools have plenty of volunteers to help student and school programs.	33.3%	25.0%	25.0%	8.3%	8.4%

43.	District facilities are open for community use.	66.7%	25.0%	0.0%	8.3%	0.0%
-----	-------------------------------------------------	-------	-------	------	------	------

E. Facilities Use and Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44.	The district plans facilities far enough in the future to support enrollment growth.	66.7%	33.3%	0.0%	0.0%	0.0%
45.	Parents, citizens, students, faculty, staff and the board provide input into facility planning.	58.3%	41.7%	0.0%	0.0%	0.0%
46.	The architect and construction managers are selected objectively and impersonally.	50.0%	33.3%	16.7%	0.0%	0.0%
47.	The quality of new construction is excellent.	66.7%	25.0%	0.0%	8.3%	0.0%
48.	Schools are clean.	33.3%	58.3%	8.4%	0.0%	0.0%
49.	Buildings are properly maintained in a timely manner.	41.7%	41.7%	8.3%	8.3%	0.0%
50.	Repairs are made in a timely manner.	33.3%	50.0%	8.4%	8.3%	0.0%
51.	Emergency maintenance is handled promptly.	50.0%	33.3%	16.7%	0.0%	0.0%

F. Financial Management

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52.	Site-based budgeting is used effectively to	66.7%	16.7%	8.3%	8.3%	0.0%

	extend the involvement of principals and teachers.					
53.	Campus administrators are well-trained in fiscal management techniques.	50.0%	25.0%	25.0%	0.0%	0.0%
54.	Financial reports are allocated fairly and equitably at my school.	0.0%	58.3%	25.0%	16.7%	0.0%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55.	Purchasing gets me what I need when I need it.	75.0%	16.7%	0.0%	8.3%	0.0%
56.	Purchasing acquires the highest quality materials and equipment at the lowest cost.	66.7%	16.7%	16.6%	0.0%	0.0%
57.	Purchasing processes are not cumbersome for the requestor.	58.3%	25.0%	16.7%	0.0%	0.0%
58.	Vendors are selected competitively.	58.3%	16.7%	25.0%	0.0%	0.0%
59.	The district provides teachers and administrators an easy-to-use standard list of supplies and equipment.	41.7%	16.7%	33.3%	8.3%	0.0%
60.	Students are issued textbooks in a timely manner.	75.0%	25.0%	0.0%	0.0%	0.0%
61.	Textbooks are in good shape.	75.0%	25.0%	0.0%	0.0%	0.0%
62.	The school library meets students' needs for books and other	33.3%	33.3%	0.0%	33.4%	0.0%

resources.					
------------	--	--	--	--	--

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
63.	The cafeteria's food looks and tastes good.	33.3%	41.7%	16.7%	8.3%	0.0%
64.	Food is served warm.	33.3%	50.0%	16.7%	0.0%	0.0%
65.	Students eat lunch at the appropriate time of day.	66.7%	33.3%	0.0%	0.0%	0.0%
66.	Students wait in food lines no longer than 10 minutes	41.7%	41.7%	8.3%	8.3%	0.0%
67.	Discipline and order are maintained in the school cafeteria.	66.7%	16.7%	16.6%	0.0%	0.0%
68.	Cafeteria staff is helpful and friendly.	66.7%	16.7%	16.7%	0.0%	0.0%
69.	Cafeteria facilities are sanitary and neat.	66.7%	33.4%	0.0%	0.0%	0.0%

I. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
70.	School disturbances are infrequent.	66.7%	25.0%	0.0%	8.3%	0.0%
71.	Gangs are not a problem in this district.	50.0%	41.7%	0.0%	8.3%	0.0%
72.	Drugs are not a problem in this district.	8.3%	16.7%	8.3%	25.0%	41.7%
73.	Vandalism is not a problem in this district.	16.7%	58.3%	8.3%	16.7%	0.0%
74.	Security personnel have a good working relationship with	41.7%	33.3%	16.7%	8.3%	0.0%

	principals and teachers.					
75.	Security personnel are respected and liked by the students they serve.	25.0%	33.3%	25.0%	16.7%	0.0%
76.	A good working arrangement exists between the local law enforcement and the district.	8.3%	25.0%	25.0%	16.7%	25.0%
77.	Students receive fair and equitable discipline for misconduct.	58.3%	33.3%	0.0%	8.4%	0.0%
78.	Safety hazards do not exist on school grounds.	50.0%	25.0%	16.7%	8.3%	0.0%

J. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
79.	Students regularly use computers.	66.7%	33.3%	0.0%	0.0%	0.0%
80.	Students have regular access to computer equipment and software in the classroom.	50.0%	41.7%	8.3%	0.0%	0.0%
81.	Teachers know how to use computers in the classroom.	58.3%	33.3%	8.4%	0.0%	0.0%
82.	Computers are new enough to be useful for student instruction.	58.3%	33.3%	8.4%	0.0%	0.0%
83.	The district meets students' needs in classes in computer fundamentals.	41.7%	50.0%	8.3%	0.0%	0.0%
84.	The district meets students' needs in classes in advanced computer skills.	41.7%	33.3%	8.3%	8.3%	8.3%

85.	Teachers and students have easy access to the Internet.	66.7%	16.7%	0.0%	16.6%	0.0%
-----	---------------------------------------------------------	-------	-------	------	-------	------

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of teacher survey respondents.

- Teachers are happy, well compensated, and do a great job. There is not a turn over of teachers every year. I am happy to have moved to Webb C.I.S.D. for my family, especially my two sons.
- W.C.I.S.D. has plenty to offer to our students. We might not have quantity, but we have quality. Our teachers are the best, a few but the best. The Technology Advanced Classes in (English, Biology, Chemistry, History, CADD, Mental Trades, etc.) Art and vocational classes are high standards. We have Distance Learning for students to get college hours by the time they graduate. For the past three years the high school has gotten Exemplary status from TAAS from the state.
- I strongly believe that the Educational performance at Webb C.I.S.D. is one of the best in the State. Administrators foresight of the future is right in the line for the students and teachers.
- I think that our district provides an exceptional learning environment. Our Administration and staff work diligently at providing students with an opportunity to succeed.
- I have taught, over the last thirty years, at several schools, and this school district is one of the best in the State. The main reason for this excellence is leadership from the top down, small class size, a budget that allows success with the students, and an overall caring for education.

Appendix C

TEACHER FOCUS GROUP COMMENTS

As part of the review process, the review team held a focus group session with teachers to obtain input about the major topics of the review.

The comments below illustrate teacher's perceptions of WCISD and do not reflect the findings or opinions of the Texas Comptroller of Public Accounts or the review team. The following contains comments received by focus area.

The teachers had many positive things to share regarding strengths of the district and their particular schools.

- Staff development is very strongly emphasized at the elementary, middle and high school, i.e. writing seminars, AP training.
- The district has a staff development policy of 60 clock hours or 3 hours of college credit every two years.
- The teachers are highly qualified at all campuses.
- There are several specialized programs to help address students' education needs, i.e. vocational activities, extracurricular activities, UIL activities, accelerated reading program.
- Field trips include San Antonio, Austin, Corpus Christi, San Benito-all field trips are integrated into instructional activities.
- Special education children are mainstreamed and each of these children go through and have goals just as any other child.
- Site-based management committee (one teacher from each campus) works on issues teachers see as needing help.
- Teachers receive what they need to teach. They have to justify their needs, but they always get what they need.
- Class student to teacher ration is 16 to 1 for a large class, 12 to 1 for an average class.
- Turnover is almost non-existent and people work well together.
- Salary is good (housing is part of the package offered).
- It's a family-oriented environment.
- Administration is supportive of the teachers.
- Administration provides good financial management.
- Transportation is good-very accommodating on field trips.
- Food service is good-lots of options.
- Parental involvement is not as high as the teachers would like because the parents live and work far away and both parents work. However, parents are there when they can be and they are very supportive in other ways.
- Superintendent is visible and involved. He leads by example.

- Financial management in the district is good. The teachers get what they need, and if they don't there are explanations as to why.
- Discipline problems are few and the ones that occur are handled well.
- Safety and security are good. They have the DARE program, random drug sniffing dogs, a nighttime discipline alternative education program and the serious problems go to the juvenile program in Laredo.
- The district has a uniform wearing policy, and helps families that cannot afford the uniforms. Dress codes are enforced.
- There is internet access in all classrooms.
- Middle school has a computer lab where access is limited sometimes due to scheduled keyboard classes.
- The high school has long distance learning college classes-English, algebra, and independent study. Students can earn up to 12 hours from Laredo Community College.
- Vocational education program has computer assisted design (CAD).

The teachers could not come up with any weaknesses or things they wanted improved, even when asked directly. They are incredibly satisfied with their schools, the district, and their jobs at Webb Consolidated!

Appendix D

PARENT SURVEY RESULTS

n=65

Demographic Data

1.	Gender (Optional)	Male	Female	No Answer			
		29.2%	60.0%	10.8%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer
		12.3%	0.0%	84.6%	0.0%	0.0%	3.1%
3.	How long have you lived in Webb Consolidated ISD?			0-5 years	6-10 years	11 or more	No Answer
				13.9%	20.0%	60.0%	6.1%
4.	What grades levels(s) does your child(ren) attend?						
	Pre-Kindergarten	Kindergarten	First	Second	Third		
	3.1%	13.9%	13.9%	7.7%	15.4%		
	Fourth	Fifth	Sixth	Seventh	Eighth		
	10.8%	16.9%	23.8%	9.2%	12.3%		
	Ninth	Tenth	Eleventh	Twelfth			
3.1%	15.4%	6.2%	6.2%				

A. District Organization and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The school board allows sufficient time for public input at meetings.	13.9%	36.9%	24.6%	15.4%	9.2%
2.	School board members listen to the opinions and desires of others.	10.8%	36.9%	26.1%	12.3%	13.9%
3.	The superintendent is a respected and effective	18.5%	49.2%	10.7%	13.9%	7.7%

	instructional leader.					
4.	The superintendent is a respected and effective business manager.	21.5%	38.5%	13.8%	15.4%	10.8%

B. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5.	The district provides a high quality of services.	29.2%	52.3%	12.3%	3.1%	3.1%
6.	Teachers are given an opportunity to suggest programs and materials that they believe are most effective.	21.5%	43.1%	26.2%	9.2%	0.0%
7.	The needs of the college-bound student are being met.	23.1%	44.6%	20.0%	12.3%	0.0%
8.	The needs of the work-bound student are being met.	13.9%	47.7%	27.7%	9.2%	1.5%
9.	The district has effective educational programs for the following:					
	a.) Reading	30.8%	64.6%	1.5%	3.1%	0.0%
	b.) Writing	27.7%	63.0%	3.0%	6.3%	0.0%
	c.) Mathematics	29.2%	66.2%	1.5%	3.1%	0.0%
	d.) Science	26.2%	69.2%	0.0%	4.6%	0.0%
	e.) English or Language Arts	27.7%	70.8%	0.0%	1.5%	0.0%
	f.) Computer Instruction	20.0%	56.9%	6.2%	9.2%	7.7%
	g.) Social Studies (history or geography)	23.1%	72.3%	0.0%	3.1%	1.5%
	h.) Fine Arts	27.7%	64.6%	1.5%	3.1%	3.1%
	i.) Physical Education	21.5%	67.7%	4.6%	4.6%	1.5%

	j.) Business Education	13.9%	50.8%	21.5%	9.2%	4.6%
	k.) Vocational (Career and Technology) Education	24.6%	49.2%	24.7%	1.5%	0.0%
	l.) Foreign Language	12.3%	46.2%	27.6%	10.8%	3.1%
10.	The district has effective special programs for the following:					
	a.) Library Service	15.4%	53.9%	12.3%	16.9%	1.5%
	b.) Honors/Gifted and Talented Education	15.4%	50.8%	21.5%	12.3%	0.0%
	c.) Special Education	16.9%	58.5%	16.9%	7.7%	0.0%
	d.) Head Start and Even Start programs	20.0%	56.9%	16.9%	6.2%	0.0%
	e.) Dyslexia program	16.9%	33.8%	29.3%	16.9%	3.1%
	f.) Student mentoring program	7.7%	29.2%	43.1%	16.9%	3.1%
	g.) Advanced placement program	24.6%	35.4%	30.8%	7.7%	1.5%
	h.) Literacy program	16.9%	40.0%	30.8%	12.3%	0.0%
	i.) Programs for students at risk of dropping out of school	7.7%	15.4%	41.5%	26.2%	9.2%
	j.) Summer school programs	7.7%	27.7%	29.2%	26.2%	9.2%
	k.) Alternative education programs	7.7%	52.3%	21.6%	9.2%	9.2%
	l.) "English as a second language" program	10.8%	40.0%	29.2%	18.5%	1.5%
	m.) Career counseling program	13.9%	40.0%	30.7%	15.4%	0.0%
	n.) College counseling program	12.3%	46.1%	29.3%	12.3%	0.0%
	o.) Counseling the parents of students	10.8%	36.9%	26.2%	21.5%	4.6%

	p.) Drop out prevention program	6.2%	15.4%	43.0%	26.2%	9.2%
11.	Parents are immediately notified if a child is absent from school.	15.4%	30.8%	16.9%	32.3%	4.6%
12.	Teacher turnover is low.	21.5%	36.9%	27.7%	12.3%	1.5%
13.	Highly qualified teachers fill job openings.	24.6%	30.8%	29.2%	15.4%	70.0%
14.	A substitute teacher rarely teaches my child.	9.2%	46.1%	18.5%	23.1%	3.1%
15.	Teachers are knowledgeable in the subject areas they teach.	23.1%	50.8%	15.4%	9.2%	1.5%
16.	All schools have equal access to educational materials such as computers, television monitors, science labs and art classes.	26.2%	53.9%	6.0%	10.8%	3.1%
17.	Students have access, when needed, to a school nurse.	18.5%	53.9%	7.6%	12.3%	7.7%
18.	Classrooms are seldom left unattended.	23.1%	52.3%	20.0%	3.1%	1.5%
19.	The district provides a high quality education.	32.3%	55.4%	9.2%	3.1%	0.0%
20.	The district has a high quality of teachers.	24.6%	52.3%	9.3%	13.8%	0.0%

C. Community Involvement

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
21.	The district regularly communicates with parents.	12.3%	53.9%	10.7%	15.4%	7.7%
22.	District facilities are open for community	10.8%	33.9%	27.6%	23.1%	4.6%

	use.					
23.	Schools have plenty of volunteers to help students and school programs.	7.7%	13.9%	29.1%	30.8%	18.5%

D. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
24.	Parents, citizens, students, faculty, staff, and the board provide input into facility planning.	7.7%	26.2%	27.7%	29.2%	9.2%
25.	Schools are clean.	26.1%	64.6%	3.1%	3.1%	3.1%
26.	Buildings are properly maintained in a timely manner.	21.5%	66.2%	6.2%	4.6%	1.5%
27.	Repairs are made in a timely manner.	16.9%	66.2%	10.8%	4.6%	1.5%
28.	The district uses very few portable buildings.	38.5%	44.6%	12.3%	1.5%	3.1%
29.	Emergency maintenance is handled expeditiously.	15.4%	52.3%	24.6%	6.2%	1.5%

E. Asset and Risk Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
30.	My property tax bill is reasonable for the educational services delivered.	15.4%	43.1%	32.3%	7.7%	1.5%
31.	Board members and administrators do a good job explaining the use of tax dollars.	10.8%	27.7%	35.3%	15.4%	10.8%

F. Financial Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32.	Site-based budgeting is used effectively to extend the involvement of principals and teachers.	9.2%	33.9%	49.2%	4.6%	3.1%
33.	Campus administrators are well trained in fiscal management techniques.	10.8%	29.2%	49.2%	7.7%	3.1%
34.	The district's financial reports are easy to understand and read.	7.7%	33.9%	41.4%	13.9%	3.1%
35.	Financial reports are made available to community members when asked.	9.2%	32.3%	47.7%	4.6%	6.2%

G. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
36.	Students are issued textbooks in a timely manner.	23.1%	66.2%	9.2%	1.5%	0.0%
37.	Textbooks are in good shape.	23.1%	67.7%	9.2%	0.0%	0.0%
38.	The school library meets student needs for books and other resources.	12.3%	53.9%	13.8%	15.4%	4.6%

H. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39.	My child regularly	24.6%	58.5%	3.1%	12.3%	1.5%

	purchases his/her meal from the cafeteria.					
40.	The school breakfast program is available to all children.	33.8%	66.2%	0.0%	0.0%	0.0%
41.	The cafeteria's food looks and tastes good.	23.1%	46.2%	13.8%	9.2%	7.7%
42.	Food is served warm.	21.5%	52.3%	16.9%	9.3%	0.0%
43.	Students have enough time to eat.	13.8%	58.5%	9.2%	15.4%	3.1%
44.	Students eat lunch at the appropriate time of day.	18.5%	63.1%	12.2%	6.2%	0.0%
45.	Students wait in food lines no longer than 10 minutes.	18.5%	56.9%	23.1%	1.5%	0.0%
46.	Discipline and order are maintained in the school cafeteria.	23.1%	67.7%	7.7%	1.5%	0.0%
47.	Cafeteria staff is helpful and friendly.	24.6%	60.0%	9.2%	3.1%	3.1%
48.	Cafeteria facilities are sanitary and neat.	29.2%	60.0%	7.8%	1.5%	1.5%

I. Transportation

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
49.	My child regularly rides the bus.	33.9%	43.1%	15.3%	4.6%	3.1%
50.	The bus driver maintains discipline on the bus.	30.8%	43.1%	20.0%	4.6%	1.5%
51.	The length of the student's bus ride is reasonable.	27.7%	47.7%	18.4%	6.2%	0.0%
52.	The drop-off zone at	30.8%	44.6%	18.5%	4.6%	1.5%

	the school is safe.					
53.	The bus stop near my house is safe.	20.0%	30.8%	40.0%	7.7%	1.5%
54.	The bus stop is within walking distance from our home.	23.1%	43.1%	18.4%	13.9%	1.5%
55.	Buses arrive and depart on time.	27.7%	46.2%	12.2%	7.7%	6.2%
56.	Buses arrive early enough for students to eat breakfast at school.	23.1%	55.4%	15.4%	4.6%	1.5%
57.	Buses seldom break down.	18.5%	44.6%	21.5%	10.8%	4.6%
58.	Buses are clean.	23.1%	58.5%	15.4%	1.5%	1.5%
59.	Bus drivers allow students to sit down before taking off.	29.2%	55.4%	13.9%	0.0%	1.5%
60.	The district has a simple method to request buses for special events.	26.2%	52.3%	18.5%	1.5%	1.5%

J. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61.	Students feel safe and secure at school.	29.2%	58.5%	4.6%	6.2%	1.5%
62.	School disturbances are infrequent.	26.2%	53.9%	12.2%	6.2%	1.5%
63.	Gangs are not a problem in this district.	23.1%	55.4%	15.3%	6.2%	0.0%
64.	Drugs are not a problem in this district.	7.7%	26.2%	16.9%	29.2%	20.0%
65.	Vandalism is not a problem in this district.	12.3%	55.4%	13.9%	16.9%	1.5%
66.	Security personnel	9.2%	38.5%	40.0%	7.7%	4.6%

	have a good working relationship with principals and teachers.					
67.	Security personnel are respected and liked by the students they serve.	7.7%	36.9%	44.6%	6.2%	4.6%
68.	A good working arrangement exists between the local law enforcement and the district.	10.8%	46.2%	23.1%	12.3%	7.7%
69.	Students receive fair and equitable discipline for misconduct.	13.8%	46.2%	9.2%	18.5%	12.3%
70.	Safety hazards do not exist on school grounds.	12.3%	36.9%	35.4%	12.3%	3.1%

K. Computers and Technology

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71.	Teachers know how to use computers in the classroom.	13.9%	47.7%	26.1%	10.8%	1.5%
72.	Computers are new enough to be useful to teach students.	23.1%	61.5%	12.3%	3.1%	0.0%
73.	The district meets student needs in computer fundamentals.	15.4%	52.3%	13.8%	13.9%	4.6%
74.	The district meets student needs in advanced computer skills	12.3%	44.6%	18.5%	16.9%	7.7%
75.	Students have easy access to the internet.	13.8%	36.9%	27.7%	15.4%	6.2%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of parent survey respondents.

- Some kids don't want to go to school anymore because they feel like they are in a prison, that they can't do anything. For any little reason kids are sent to alternative school in Laredo, Texas. Some parents can't afford or don't have the time to take their kids to alternative school in Laredo. They have to work for a living. If the school has enough money to make a new auditorium then they have money to make an alternative school here in Bruni. Some kids that are being harassed in school are not being taken care of. Kids have left the Bruni school because nothing was done about preventing the harassing. They felt unsafe and uncomfortable. Other kids no longer want to be here in Bruni, because of the school system here in Bruni. I would really appreciate it if someone did something about the system the Bruni school has.
- At the High School level, the teaching of computers is not being met. There is not a single course of Business Education being taught. Ex: Accounting. How do teachers without an associates or bachelors degree get emergency certifications to teach?
- I understand students need to wear uniforms but having to tuck jackets and sweaters in is too much.
- Students should not go without eating if they do not have a lunch ticket.
- The Webb Consolidated ISD is a very good school and it meets all the standards and it has good teachers.
- Good job!
- This district serves as a lighthouse for the south Texas area.
- Superintendent is a good instructional leader and business manager. Some people don't trust him; personally, I feel he has done much for our district.
- The educational performance of Webb C.I.S.D. has been excellent. We are very proud of all our students and teachers for an excellent job they have done in the past years as they take their TAAS. We have been an exemplary district for a couple of years and this means a lot. Our kids are very lucky to be at Webb C.I.S.D.
- I'm pleased with our teachers; however, displeased with our school board, superintendent, and elementary principal.
- A few comments about Webb Consolidated ISD. For one, it's a great school and my son is in Special Ed. Good teachers that are willing to help at all times. But, I am lost on how to keep up with my son's problem. I think he needs extra help on one-to-one basis, but it is disagreed by the principal and teacher. Also, the bus is a great help but the bus driver sometimes gets there early and doesn't have the time to wait for the kids to get picked up (sub bus driver). Thank you, a very concerned parent.

- You should think about having ROTC in the future.
- Adequate overall, however too much emphasis on TAAS testing by professional staff.
- The facilitation of acquiring knowledge is being replaced with drones bent on force feeding children pre-chewed in for ration. In short, TAAS is creating autotrons instead of rewarding creativity in the professional staff.
- We need new measurements for testing (monitoring) teachers effectiveness (e.g. Focus on teacher motivation (not usually money!), reward that motivation, consider third-party validation (outside the district) testing is fine without links to teacher pay! Rewards or student probation, kids aren't the problem, but they are not receiving an A-1 education because of TAAS pressures.
- TAAS does not weed out bad teachers. Bad teachers simply "teach" the test.
- Testing teachers isn't much better. In this day and age teachers need to facilitate, not rate memorization.
- Teacher knowledge isn't as important as the ability to motivate children to learn. A smart teacher can do no good to us if they can't expand their knowledge.
- Some staff members are very unfair with the students and I have seen where the teacher aide mistreats a 3-year old child, just because he dropped a banana peel. I have also seen where a principal has been very unfair and treated children he/she knows or likes different from the others.
- I strongly agree in the methods used to teach the students and the kind of relationship there is with the teacher and student and parent.
- We need a little push to be where we were before Education Wise. We are fortunate to have the system we have, very good. Everyone has ups and downs, teachers as well as administrators. I cannot complain, like I said before, being a small school district we are blessed that our district has the ability to teach our children.
- I am very disappointed in one of the principals, he/she seems to have favorite students and it is very unfair he/she also does not let parents take kids from out of the class to talk to them. Also, some staff members but not all are very unkind to parents. It is why I no longer go to school and check on anything. I just go when I have an appointment with a teacher.
- Students are not always treated in equal manner as sons or daughters of teachers or school board members.
- All in all, the school is a good one. I think curriculum needs to be assessed, perhaps is too advanced. Library Services and library itself needs to be improved.
- Over all the Webb CISD is a very good school. In my opinion there is a drug problem in the higher grades. This needs to be

eliminated before it reaches into the lower grades. It shouldn't have to be a problem in high school, but it needs to be addressed within the classrooms to these very mold able children.

- Children must be taught to love learning since their whole lives will focus on it. A school's influence can be the greatest tool in this endeavor, or it can be the greatest determined. Sorry to say it has been detrimental to many students in this system. Because the students are not listened to, or encouraged to develop their own point of view, and treated with disrespect, they feel humiliated. Many feel guilty until proven innocent. You can have all the beautiful buildings in the world, but they are useless they are there to encourage the students to love learning, and that cannot happen in depressed atmosphere. One young man said, "I have not done anything wrong yet the rules imposed upon me, because someone else did wrong is in fact punishing me. This young man quit school at WCISD, because the atmosphere was not conducive to learning. How very, very sad; he is not the only story. Thank you for your time.
- Thank you for giving me the opportunity to answer this survey! I have been very happy with the District since I've moved here from San Antonio ISD. My children are finally adjusting to the move to Webb County & Oilton Elementary was made the transition as 3 easy as possible. The staff has been very sensitive and open-minded to their needs. Oilton Elementary is a very professional and impressive school. KUDOS to all their hard work!
- Overall good educational programs at this time.
- Webb Consolidated ISD has an excellent educational program.
- Webb CISD is lagging behind in computer education; courses used to be provided in the past, but only keyboarding are offered at both junior high and high school currently. There is no current business education at the high school. Students need bookkeeping or accounting and microcomputer education-type classes. Computer Science is not being offered as well.
- We believe that there are excessive rules, which hinder our children's ability to learn and express them and hurt their educational process. Thank you.
- School district needs to keep community informed about school events and school board meetings through newsletters, and such.
- Sometimes disciplinary actions are not bias. There is stricter or rules are stricter for non-anglo in our area.
- Our district is an exemplary school. It offers a wide variety of vocational and advanced placement classes. Our teachers work well together and collaborate often. We have many exceptional teachers who continue to excel in each area of instruction. They attend workshops and college classes on their own time. Webb Consolidated ISD also offers tutorials to every student who has an

80 or below average. We do, however, have one big problem in our school, and that is DRUGS. Most of the drugs that are going into our schools come from students who come from another district. They are bringing it into our schools and selling it, using it, and distributing it. Our superintendent is making every effort to ensure the safety of our schools. He is in the process of hiring a campus policeman to patrol our schools. I feel our schools need to do more about drug awareness and bring in more programs to educate our schools - teachers, parents, and students.

- Students are not always treated in equal manner as the sons or daughters of teachers or school board members or coaches
- The food served at the school is geared toward fast fried unhealthy food.
- Library needs to be better stocked with more books.
- This is a very good district. I feel that my children are getting a good education. As far as the drug issue, it is starting to bother me. Kids now have access to lots of kinds of drugs. I just worry about my kids and how safe they are when these kids are high. They can be violent.

Appendix E

STUDENT SURVEY RESULTS

n=47

Demographic Data

1.	Gender (Optional)	Male	Female	No Answer			
		44.6%	53.1%	2.3%			
2.	Ethnicity (Optional)	Anglo	African American	Hispanic	Asian	Other	No Answer
		4.3%	0.0%	3.6%	0.0%	0.0%	2.1%
3.	What is your classification?	Junior	Senior	No Answer			
		42.5%	57.5%	0.0%			

A. Educational Service Delivery and Performance Measurement

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1.	The needs of the college-bound student are being met.	21.3%	59.6%	12.8%	6.3%	0.0%
2.	The needs of the work-bound student are being met.	12.8%	59.6%	17.0%	8.5%	2.1%
3.	The district has effective educational programs for the following:					
	a.) Reading	44.7%	40.3%	6.5%	8.5%	0.0%
	b.) Writing	44.7%	42.6%	6.4%	6.3%	0.0%
	c.) Mathematics	53.2%	38.3%	2.1%	6.4%	0.0%
	d.) Science	40.3%	53.2%	2.1%	4.4%	0.0%
	e.) English or Language Arts	48.9%	40.4%	10.7%	0.0%	0.0%
	f.) Computer Instruction	21.3%	48.9%	10.6%	12.8%	6.4%

	g.) Social Studies (history or geography)	44.7%	40.3%	6.4%	8.6%	0.0%
	h.) Fine Arts	55.3%	38.3%	0.0%	6.4%	0.0%
	i.) Physical Education	48.9%	44.7%	0.0%	2.1%	4.3%
	j.) Business Education	4.3%	34.0%	40.4%	14.9%	6.4%
	k.) Vocational (Career and Technology) Education	42.6%	34.0%	17.0%	2.1%	4.3%
	l.) Foreign Language	31.9%	46.8%	12.8%	6.4%	2.1%
4.	The district has effective special programs for the following:					
	a.) Library Service	23.4%	38.3%	14.9%	14.9%	8.5%
	b.) Honors/Gifted and Talented Education	14.9%	38.3%	23.4%	19.1%	4.3%
	c.) Special Education	21.3%	51.0%	23.4%	4.3%	0.0%
	d.) Student mentoring program	8.5%	17.2%	42.5%	21.2%	10.6%
	e.) Advanced placement program	34.0%	55.3%	6.4%	4.3%	0.0%
	f.) Career counseling program	27.7%	38.3%	21.2%	12.8%	0.0%
	g.) College counseling program	36.2%	36.2%	14.9%	12.7%	0.0%
5.	Students have access, when needed, to a school nurse.	2.1%	14.9%	19.2%	29.8%	34.0%
6.	Classrooms are seldom left unattended.	17.0%	36.2%	10.6%	25.5%	10.7%
7.	The district provides a high quality education.	34.0%	48.9%	12.8%	2.2%	2.1%
8.	The district has a high quality of teachers.	29.8%	44.7%	12.8%	10.6%	2.1%

B. Facilities Use and Management

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
9.	Schools are clean.	29.8%	57.5%	2.1%	10.6%	0.0%
10.	Buildings are properly maintained in a timely manner.	27.6%	57.5%	8.5%	4.3%	2.1%
11.	Repairs are made in a timely manner.	19.2%	55.3%	17.0%	8.5%	0.0%
12.	Emergency maintenance is handled in a timely manner.	23.4%	40.3%	25.7%	8.5%	2.1%

C. Purchasing and Warehousing

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
13.	There are enough textbooks in all my classes.	31.9%	44.7%	4.3%	19.1%	0.0%
14.	Students are issued textbooks in a timely manner.	31.9%	40.4%	14.9%	12.8%	0.0%
15.	Textbooks are in good shape.	27.7%	42.6%	14.9%	12.8%	2.0%
16.	The school library meets students' needs for books and other resources.	27.7%	44.7%	10.6%	8.5%	8.5%

D. Food Services

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
17.	The school breakfast program is available to all children.	40.4%	57.5%	0.0%	2.1%	0.0%
18.	The cafeteria's food looks and tastes good.	17.0%	55.3%	6.4%	14.9%	6.4%

19.	Food is served warm.	21.3%	55.3%	12.8%	4.3%	6.3%
20.	Students have enough time to eat.	21.3%	29.8%	2.1%	21.3%	25.5%
21.	Students eat lunch at the appropriate time of day.	44.7%	48.9%	4.3%	0.0%	2.1%
22.	Students wait in food lines no longer than 10 minutes.	21.3%	59.6%	4.3%	8.5%	6.3%
23.	Discipline and order are maintained in the schools cafeteria.	27.6%	57.5%	8.5%	4.3%	2.1%
24.	Cafeteria staff is helpful and friendly.	42.6%	42.6%	8.4%	6.4%	0.0%
25.	Cafeteria facilities are sanitary and neat.	31.9%	59.6%	8.5%	0.0%	0.0%

E. Transportation

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
26.	I regularly ride the bus.	31.9%	36.2%	17.0%	2.1%	12.8%
27.	The bus driver maintains discipline on the bus.	34.0%	40.4%	19.2%	4.3%	2.1%
28.	The length of the bus ride is reasonable.	29.8%	42.6%	23.4%	2.1%	2.1%
29.	The drop-off zone at the school is safe.	31.9%	36.1%	29.8%	0.0%	2.2%
30.	The bus stop near my house is safe.	21.3%	31.9%	38.3%	6.4%	2.1%
31.	The bus stop is within walking distance from our home.	23.4%	23.4%	29.8%	12.8%	10.6%
32.	Buses arrive and depart on time.	29.8%	29.8%	21.3%	17.0%	2.1%

33.	Buses arrive early enough to eat breakfast at school.	31.9%	34.0%	25.6%	6.4%	2.1%
34.	Buses seldom break down.	12.8%	29.8%	23.3%	27.7%	6.4%
35.	Buses are clean.	21.3%	44.7%	19.1%	14.9%	0.0%
36.	Bus drivers allow students to sit down before taking off.	38.3%	40.4%	14.9%	2.1%	4.3%

F. Safety and Security

Survey Questions		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
37.	I feel safe and secure at school.	31.9%	34.0%	12.8%	14.9%	6.4%
38.	School disturbances are infrequent.	23.4%	51.0%	19.2%	4.3%	2.1%
39.	Gangs are not a problem in this district.	34.0%	46.8%	6.4%	8.5%	4.3%
40.	Drugs are not a problem in this district.	2.1%	6.4%	4.3%	17.0%	70.2%
41.	Vandalism is not a problem in this district.	4.3%	44.7%	19.0%	19.2%	12.8%
42.	Security personnel have a good working relationship with principals and teachers.	6.4%	25.5%	38.3%	12.8%	17.0%
43.	Security personnel are respected and liked by the students they serve.	10.6%	17.0%	44.7%	12.8%	14.9%
44.	A good working arrangement exists between the local law enforcement and the district.	6.4%	53.1%	25.5%	8.5%	6.5%
45.	Students receive fair and equitable discipline for misconduct.	8.5%	42.6%	17.0%	10.6%	21.3%

46.	Safety hazards do not exist on school grounds.	8.5%	34.0%	23.4%	21.3%	12.8%
-----	------------------------------------------------	------	-------	-------	-------	-------

G. Computers and Technology

	Survey Questions	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
47.	Students have regular access to computer equipment and software in the classroom.	23.4%	40.4%	6.4%	21.3%	8.5%
48.	Teachers know how to use computers in the classroom.	25.5%	48.9%	10.7%	14.9%	0.0%
49.	Computers are new enough to be useful for student instruction.	29.8%	48.9%	8.5%	12.8%	0.0%
50.	The district offers enough classes in computer fundamentals.	4.3%	51.0%	8.5%	17.0%	19.2%
51.	The district meets student needs in classes in advanced computer skills.	12.8%	31.9%	14.9%	23.4%	17.0%
52.	Teachers and students have easy access to the Internet.	17.0%	34.0%	4.3%	23.4%	21.3%

NARRATIVE COMMENTS

The narrative comments below reflect the perceptions and opinions of student survey respondents.

- There is a big drug problem that hasn't been stopped and the rules you are putting down are dumb, they are hurting the innocent not even being (able) to go off campus.
- W.C.I.S.D. is a great school. Our education program is very excellent, but one problem that faces our school is the drugs. For being such a small community, drugs in school are such a large problem. We need to do something about this soon. Our safety is at

stake. This community is so small and everyday someone comes to school high or with drugs and nothing is done.

- We have a great educational program, great teachers and staff. The food is very good in comparison to other school cafeterias. One problem though is our security. I believe that drugs are a major problem and there is no one who can do something about it. The local police should help, but don't do much. I believe that we should have a campus police or two and have sniffer dogs for the drugs.
- The school is uptight in areas, and not strict in others. We have a major problem with drug. Here at school we have uniforms yet we have a major drug problem.
- I think that the drug problem should be done away with.
- It's a really good idea that we do have close campus and uniforms at our school. This I think has decreased the violence and sometimes the use of drugs.
- We need security.
- Try to decrease the use of drugs and violence at school. I think that drug testing will be a good thing to start doing in the school district.
- Help with the drugs more, don't take out on the ones who don't do drugs, ya'll know whom they are. Ya'll are to strict cause of drugs and they still exist a lot, a lot, a lot.
- Drugs need to be dealt with.
- The drugs in our school are a major problem and I think something should be done before matters get worse.
- Well, our school is a good school education wise, but we need to cut down on the drugs going around and quick it is getting bad a very fast. I have siblings coming up and I as well as my other friends don't feel safe. Another thing is please give us more time for lunch. We only have 30 min and the lines are long and we need more time. That would really be of help. Thank you for your time and I hope you can help make difference. Sincerely, a concerned Student.
- Some teachers here do not have a degree for their class they are teaching, so they don't know what they are doing, so that's why I'm flunking. They make their own rules and I think they are illegal. So Please Help...
- We have ok educational programs and only a few of us get to attend.
- They got to stop the drugs in this school!!!
- The drug problem is out of control. Random drug testing is desperately needed.
- I believe that in our school we are guilty until proven innocent. I believe that the administrators label students and it is hard for them to get out of that labeling. Also, teachers should take it slower in

class for those that are just the average student. I believe the administrators look down on the students who think out of the box and have different views than those who teach them. Thank you for sending this survey.

- I feel that some of the teachers should teach at a certain pace and not rush through lessons. Also they should give many tests and quizzes and less daily work assignments so it can help their average. Most teachers label and stereotype "most of the students, just sometimes when around a certain crowd. They favor some of the more average people than others. They look at you a different way if they have heard something of your past. Everything else is wonderful, but I feel uncomfortable with these things.
- The school doesn't let us be inside the school after lunch. Students who do drugs are still in school grounds.
- I feel that the educational performance at this school is outstanding, but there are some things that I dislike about it, for instance, at lunchtime, they do not let us come into the building. Other than that this school too strict I feel that it is ok, due to all the new buildings added.
- I feel that the students should be allowed to come inside the school building during lunch because when its going to start to get cold, we won't be cold.
- We need a nurse on campus. Punishment for mistake to severe. The vocational system is extraordinary. College preparatory classes are fine. Need more AP classes. Classes outside of high school needs bells and need more time in between classes. Maybe 7 or 8 minutes rather than 5.
- The student dress code is pointless because it only makes the students look neat and presentable. I still see students smuggling drugs and coming to school high.
- Just that it is great to be a student here. We have some of the best schools, equipment and the best teachers and staff.
- I think that having us out side during school lunch that hour good. During lunch we are not allowed to go into the building. We stay outside until it is time to go in.